DOCUMENT RESUME

ED 252 161 HE 018 021

AUTHOR Mohrman, Kathryn; Yerman, Shelley
TITLE Adult Students and the Humanities: An Analysis of New Data.
INSTITUTION Association of American Colleges, Washington, D.C.
SPONS AGENCY National Endowment for the Humanities (NFAH), Washington, DC. Office of Program and Policy Studies.
REPORT NO ISBN-0-911696-17-2
PUB DATE 83
GRANT OP-20076-82
NOTE 56p.; The survey questionnaire may not reproduce well due to small print.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Adult Students; College Programs; *Continuing Education; Enrollment Influences; *Enrollment Trends; Higher Education; *Humanities; Inplant Programs; *Part Time Students; Regression (Statistics); *Student Characteristics; Student Motivation

ABSTRACT

Enrollments of students over 18 years old in part-time education and training programs were studied in 1981, with special emphasis on adults studying the humanities. Information is provided on: the characteristics of adult students enrolled in humanities courses, the subjects that they studied, reasons adult students studied the humanities, the sponsors of the humanities courses, who paid for the humanities courses, and how humanities students compared with other adult learners. The over 21,000 responses to the 1981 Participation in Adult Education survey were weighted to reflect the composition of the American population. Findings include the following: persons with less than 12 years of formal education took humanities courses more often than did college graduates; humanities courses represented 7.7 percent of all courses in the study; about 38 percent of all humanities courses were taken for job-related reasons; an estimated 13 percent of all Americans participated in adult education and training in 1981; and over half of all humanities courses were taken at two- and four-year colleges and one-third were taken for college credit. Appended are the questionnaire, data on courses taken by adult students, and information on the variables used in regression equations. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED252161

Adult Students and the Humanities

an analysis of new data

by

Kathryn Mohrman

assisted by Shelley Yerman

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Assoc. of American Colleges

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Association of American Colleges

The research for the report was supported in part by the Office of Program and Policy Studies of the National Endowment for the Humanities, grant number OP-20076-82. The contents, however, are the responsibility of the author.

ISBN-0-911696-17-2

© Association of American Colleges
1818 R Street, NW
Washington, DC 20024

ABSTRACT

This study examines 1981 enrollments of Americans over 18 years of age in part-time education and training programs of many types, with special emphasis on adult students in the humanities. Among the major findings are:

- Previous education level was the single factor most consistently associated with participation in adult education when other variables were held constant.

- Humanities courses represented 7.7 percent of all courses in the study. Humanities enrollment was inversely related to education level; the highest participation rates appeared among persons with less than 12 years of formal education, while the lowest rates came from college graduates.

- Approximately 38 percent of all humanities courses were taken for job related reasons, compared with 58 percent of the total sample.

- An estimated 13 percent of all Americans participated in adult education and training in 1981. Minorities, especially blacks, enrolled much less often than whites. Those minorities who did enroll, however, studied the humanities at higher rates than did majority students.

- Over half of all humanities courses were taken at two and four year colleges and universities and one-third were taken for college credit.

- Half of all humanities courses were supported by students themselves; one-quarter were paid for by public agencies of all types (often government grants and loans for college degree programs). Students paid less on average for humanities courses than they did for courses in other subjects.

- There is a widening gap in skills development between the most highly trained persons in American society and the least well educated individuals. Current practices of adult students, combined with the policies of employers in providing training and subsidizing outside education, point toward the haves leaving the have nots even further behind.

This study provides a snapshot of adults who participated in a wide variety of educational experiences in 1981. Such information can assist providers of humanities instruction, policymakers who set public educational priorities, and philanthropic organizations that support the humanities. This report ends with specific suggestions of uses of these national statistics in local situations.

TABLE OF CONTENTS

PART I. Introduction.....1

PART II. Who are adult students?.....5

PART III. Why do adults enroll?.....9

PART IV. Who provides instruction for adults?.....13

PART V. Who pays?.....16

PART VI. Which factors are most influential?.....22

PART VII. Implications.....25

Appendix A Survey of Participation in Adult Education.....29

Appendix B Courses taken by adult students.....36

Appendix C Multiple regression analysis.....43

LIST OF TABLES

1 Characteristics of part time adult students in the humanities, by course.....ix

2 Characteristics of humanities courses taken by part time adult students..... xi

3 Courses taken by adult students, by subject.....4

4 Reason for enrolling in adult education, by course.....9

5 Provider of instruction, by course.....13

6 Source of payment, by course.....16

7 Source of payment, by subject of course.....18

8 Average payment for self supported courses.....19

9 Factors associated with participation in adult education.....23

B-1 Characteristics of courses taken, by age of student.....37

B-2 Characteristics of courses taken, by sex and race of student.....38

B-3 Characteristics of courses taken, by education level of student...39

B-4 Characteristics of courses taken, by family income of student.....40

B-5 Characteristics of courses taken, by employment status of student.....41

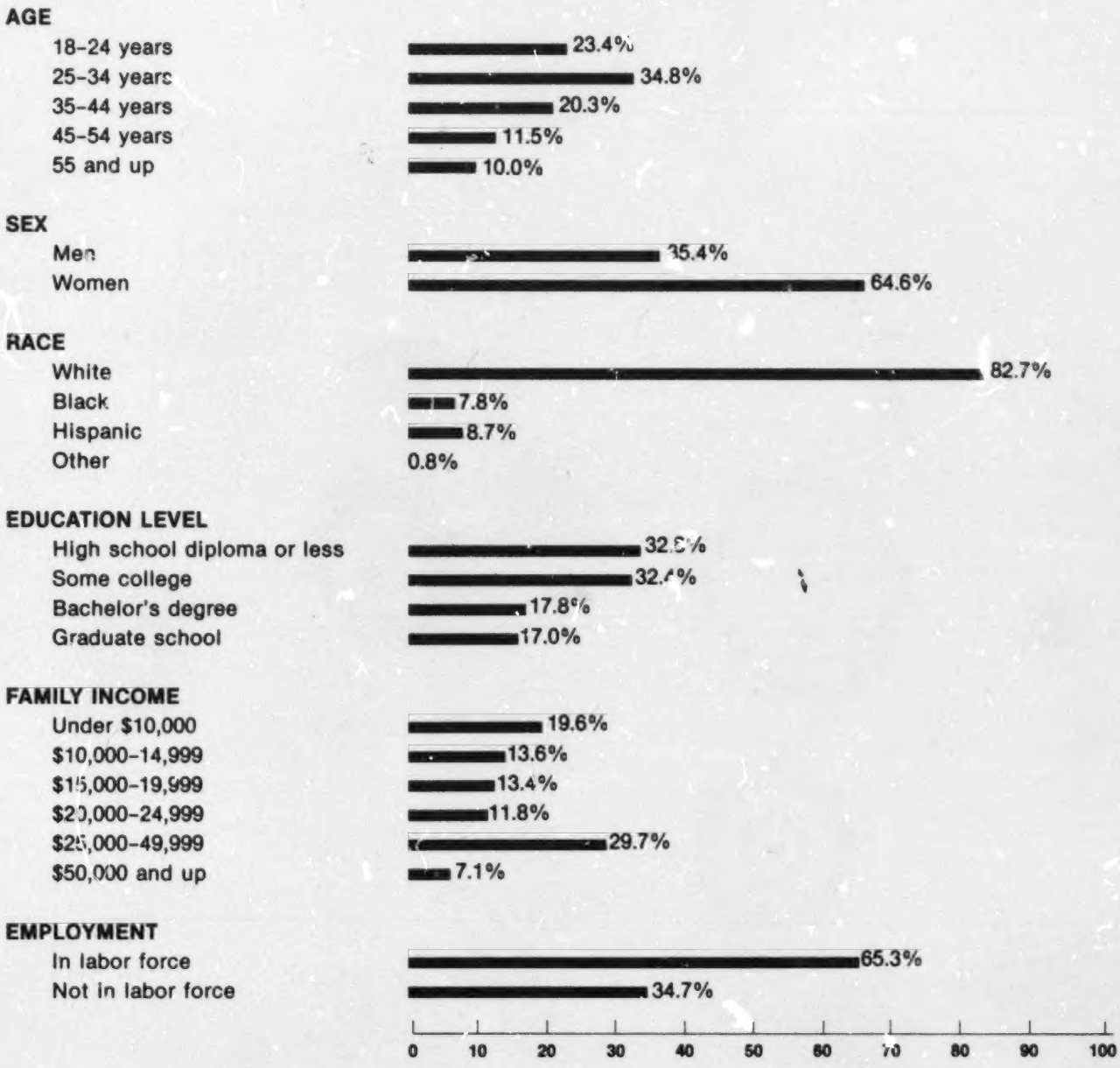
B-6 Characteristics of courses taken, by geographic region.....42

C-1 Variables used in multiple regression analysis.....44

C-2 Regression coefficients for the go/no go regression.....46

TABLE 1

CHARACTERISTICS OF PART-TIME ADULT STUDENTS
IN THE HUMANITIES, BY COURSE

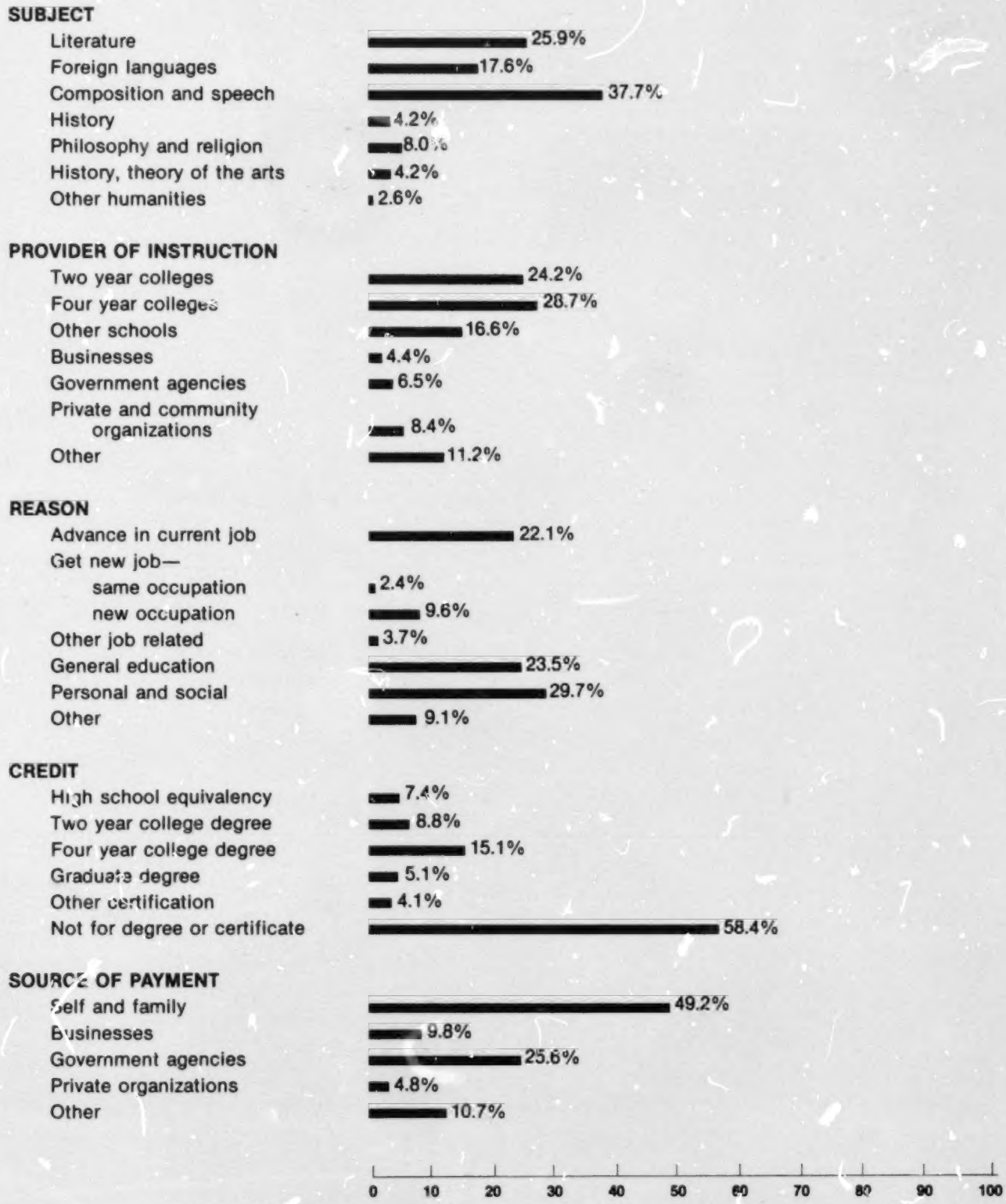


Source: Participation in Adult Education 1981, author's calculations

Note: This chart is based on 2041 humanities courses, 7.7 percent of the 26,190 courses in the total sample.

TABLE 2

CHARACTERISTICS OF HUMANITIES COURSES TAKEN BY PART-TIME ADULT STUDENTS



Source: Participation in Adult Education 1981, author's calculations

Note: This chart describes 2041 humanities courses, 7.7 percent of the total sample.

PART I

INTRODUCTION

The category "student" no longer applies only to the young. Increasingly adults of all ages are participating in organized instruction offered by churches, labor unions, businesses, and community groups as well as schools and colleges. Adults study to develop job skills, to earn academic degrees, to improve family life, and to pursue personal interests. In 1981, over 21 million adults, or almost 13 percent of all Americans aged 18 and over, chose to participate in some form of part-time education or training.

This study gives special attention to those adult students who enrolled in humanities courses, approximately 7.7 percent of the total.[1] The research addresses the following questions:

- Who enrolled in humanities courses?
- What subjects did they study?
- Why did adults study the humanities?
- Who provided humanities courses?
- Who paid for humanities courses?
- How did humanities students compare with other adult learners?

This study provides new information on adult students in the humanities for colleges, museums, historical societies, and other organizations that provide such instruction; for policymakers at the state and national levels who are responsible for setting educational priorities; and for philanthropic organizations that support the humanities. All will make better decisions with better information.

---

[1] The National Endowment for the Humanities defines the humanities as languages, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archeology; comparative religions; ethics; history, criticism, and theory of the arts; and those aspects of the social sciences which have humanistic content and employ humanistic methods. In this study, courses were reclassified to conform to the NEH definition; history was moved from social sciences to humanities. It was impossible, however, to make distinctions about specific courses in the social sciences to determine whether they would fit into this definition of the humanities. All courses in the social science disciplines have been categorized as social sciences. Thus some courses that would be included as humanities by the NEH definition are counted as social sciences here.

The data This study uses the 1981 Participation in Adult Education survey as the data base. The fifth in a triennial series begun in 1969 by the National Center for Education Statistics, the survey was administered as a supplement to the May 1981 Current Population Survey by the Census Bureau. Persons surveyed were asked if they or anyone else in the household had participated in the last year in part-time education or training programs. Over 21,000 individuals responded affirmatively in 1981; their answers, when weighted to reflect the composition of the American population, represented 21 million adult students and a participation rate of almost 13 percent of all adults.

This survey, therefore, reports the part-time educational activities of persons beyond compulsory school age (age 18 and over); it excludes full-time students of all ages. This age grouping differs from the usual definition of adult students used by colleges and universities, which typically consider students over 25 years of age as adult students. The survey of Participation in Adult Education included individuals who enrolled in courses offered by elementary and secondary schools, community colleges and four-year colleges and universities, profit-making institutions (often secretarial and other vocational schools), government agencies, community and public service organizations, and on-the-job training from employers.

Also included are correspondence courses and lessons from private tutors. The survey does not include learning by adults undertaken individually. Thus if adults enrolled in a Great Books course offered by a school or library, they would be picked up by the survey; if they read the Great Books on their own, they would be excluded.

This broad definition suggests that all courses are not equal. Organized instruction reported in this survey ranged from weekend seminars and short handicraft classes to graduate programs in advanced physics. Previous questionnaires had asked about the duration of the course in hours and weeks, but the 1981 survey dropped those questions. Analyses in this report, therefore, are often comparing courses of widely varying lengths.

This report presents the data in two ways. First it discusses adult students, often in comparison with the total adult population; this information comes directly from the National Center for Education Statistics.[2] A second type of discussion uses the course rather than the student as the unit of analysis, because almost one-third of all adult students took more than one course. Specific comparisons of the humanities with other subjects look at individual courses and their characteristics. These discussions are based on further analysis of the data done by the author specifically for this study.[3]

---

[2] Such data are drawn directly from Evelyn R. Kay, Participation in Adult Education 1981 (Washington: National Center for Education Statistics, U.S. Department of Education, 1982).

[3] Respondents to the 1981 Participation in Adult Education survey took over 26,000 courses. Complete information was not available, however, for all

Adult students enrolled in a wide variety of subjects in 1981, from bird watching, basket weaving and tennis lessons to accounting, medicine and physics. As Table 3 shows, the most popular area was business, comprising 20.2 percent of all courses. Health was second and engineering third, the latter in large part because of the growing popularity of computer-related courses which were included in this category. The humanities accounted for 7.7 percent of all courses in this study.

---

courses in the data set, so the number of observations varies slightly from one table to the next. See Appendix A for more information on the data set.

TABLE 3

COURSES TAKEN BY ADULT STUDENTS, BY SUBJECT

BUSINESS	Management, finance, accounting, banking, insurance, collective bargaining, office procedures, marketing, real estate	20.2%
HEALTH	Medicine, dentistry, nursing, first aid, rehabilitation, therapy, childbirth classes	12.8
ENGINEERING	Mechanics, construction, computer science, auto and machine repair, safety, driver education, private pilot training, engineering	12.7
HUMANITIES	Total	7.7
	Literature 1.8	
	Composition and speech 2.4	
	Foreign languages 0.9	
	History 0.7	
	Philosophy 0.3	
	Religious studies 0.3	
	Art history and theory 0.3	
	Other humanities 1.0	
EDUCATION	Teaching methods, school administration	5.8
PHYSICAL EDUCATION	Sports, recreational dancing, leisure studies	5.7
ARTS	Dance, music, drama, fine arts, graphic and commercial arts	5.4
SOCIAL SCIENCES	Political science, economics, sociology, anthropology, psychology, government	4.9
NATURAL SCIENCES	Biology, chemistry, physics, earth science, mathematics, statistics	4.0
PROFESSIONS	Law, criminal justice, social work, library science, public administration	4.0
RELIGIOUS EDUCATION	Theology, Bible study, sectarian instruction	3.3
OTHER	Home economics, hobbies, crafts, self help, agriculture, high school equivalency	9.8
NOT CLASSIFIABLE	(illegible, blank, etc.)	4.4

N=26,190

Source: Participation in Adult Education 1981, author's calculations.

PART II

WHO ARE ADULT STUDENTS?

Adult students do not match the profile of the American population; persons who enrolled in part-time instruction in 1981 were more likely than all adults to be young, female, well educated, well to do, and residents of the West. This section gives a brief description of the adult population, adult students, and the subgroup of students who studied the humanities in 1981.[4]

While this section discusses different characteristics of adult students, it is important to remember that these factors are interrelated. When many socio-economic factors were analyzed together for their relationship to participation in adult education and training, using multiple regression analysis,[5] previous educational attainment was the single factor most consistently associated with the decision to enroll in further education. Other significant variables were being female, living in the West, and working in a high status white collar occupation or working in the human services field. Minority status had a significant and negative relationship with participation. When these and other variables were held constant, neither age nor family income was a significant factor.

Education The more education a person has, the more likely he or she is to seek further education and training. While the average participation rate for the entire sample was 12.8 percent, it rose to 19.6 percent for persons with some college, 26.1 percent for college graduates, and 31.1 percent for those with five or more years of college. The positive relationship between educational attainment and participation was even stronger among women, with 29.2 percent of female college graduates and 36 percent of graduate school attenders in the adult population enrolled for further study in 1981. Previous education also corresponded with participation among all ethnic and racial groups.

Participation in the humanities, however, was inversely related to educational level. Adults with less than a high school diploma were much more likely than better educated students to take humanities subjects. While those students with less formal education accounted for only 5.8 percent of the courses in the study, they took 10.6 percent of all humanities courses. Looking at the numbers another way, 14.1 percent of all students with less than a high school diploma took humanities courses, many of them in high school equivalency programs. After 12 years of schooling, involvement in the humanities dropped off significantly. Only individuals with one to three years of college exceeded the survey average for enrollments in the

---

[4] See Appendix B for tables presenting data discussed in this and subsequent sections.

[5] See Part VII and Appendix C for detailed discussions of the multiple regression analyses and the findings that resulted.

humanities, probably because many of them were seeking college degrees.

What inferences can educators in the humanities draw from this relationship? Pessimists could conclude that college educated adults have been discouraged by poor instruction in the past, leaving them uninterested in repeating their experiences with humanities education. A more optimistic view, however, would note that the humanities, more than many disciplines, are accessible to individuals. Adults with an interest in literature, history, or foreign languages can read books, visit museums, attend plays, and travel abroad without enrolling in formal courses. The ultimate success of education could even be measured by the rate at which adults educate themselves rather than depend upon others to instruct them.

Unfortunately, the data do not suggest which of these inferences is true, or if in fact some other explanation is more accurate. The survey of Participation in Adult Education did not ask about non-school activities, so there is no way of knowing if those adults who were not studying the humanities were actually reading books on their own. Other research with greater emphasis on motivation rather than participation alone could provide additional useful information to educators and policymakers.

Sex and race Women accounted for 56 percent of all adult students in 1981, representing a participation rate of 13.6 percent in comparison with a 12.0 percent rate for men. Young white women were particularly active; nearly 24 percent of all white women between the ages of 25 and 34 enrolled in some type of educational program in 1981. Among older groups, participation rates for women were only slightly higher than those for men, but because there were more women in older age groups, they represented a disproportionate share of the participants.

Minorities, however, were not well represented among adult students. Blacks participated in part-time education at a low 7.8 percent rate and Hispanics at an 8.6 percent rate. Other minorities (including Asians and native Americans) and whites were much closer to the participation rate of the entire sample, at 13.4 and 13.8 percent respectively.

Women accounted for a much larger share of humanities courses; nearly two-thirds of all offerings in humanities subjects in 1981 were taken by women. While white women enrolled in the humanities at about the survey average, minority women took a higher percentage of their courses in these disciplines. Humanities courses represented 11.6 percent of all courses taken by black women, 23.3 percent of those for Hispanic women, and 9.4 percent for women of other minorities.

Age Adult students were overwhelmingly younger than the adult population as a whole. The most active participants were 25 to 34 year olds; almost one person in every five in this age group enrolled in some kind of organized instruction. Between 1978 and 1981, however, the rate of participation showed a greater increase among older adults, with a 29 percent rise for adults age 65 years and older. (This substantial change comes from a low previous interest in education; even in 1981, only 3.1 percent of older Americans enrolled in some kind of part-time education.)

Humanities courses generated the greatest interest among the young and the old. Of all courses taken by 17 to 24 year olds, 10.4 percent were in the humanities, compared with 7.7 percent for the entire sample. Many of the humanities courses taken by the youngest group were components of degree programs, suggesting that some of these enrollments were the result of educational requirements as much as a love of the humanities. Among persons 65 and older, 10.2 percent of the enrollments were in the humanities. For this older group, the relatively high percentage of humanities courses is more likely to be the result of personal interest.

Income Participation patterns for family income are similar to those for education. In 1981, only 6 percent of the total population with family incomes less than $7,500 participated in adult education, while persons from families earning $50,000 or more enrolled at a 19 percent rate. At income levels under $20,000, women represented well more than half the enrollments; above that level, men and women participated in adult education at approximately equal rates.

When humanities courses were disaggregated by family income, an inverse relationship appeared similar to that for education level. Both men and women from low income families studied the humanities more frequently than high income individuals. Many students from low income families also had low levels of education; the high association between education level and participation in adult education, shown by multiple regression analyses, suggests that the inverse relationship between income and humanities study is more a factor of education level than of income alone.

Occupation Adults who participated in education and training were likely to be working as well; nearly 85 percent of all adult students in 1981 were in the labor force compared with 65 percent of the general population.[6] Among working adults, 17 percent enrolled in adult education, compared with 11 percent of unemployed adults and only 8 percent of persons keeping house.

The proportion of white collar professionals in the adult student group was greater than their share in the general population. Professional and technical workers whose occupations require upgrading regularly were frequent participants. For example, nearly one-third of all teachers, doctors, and other health workers took a course in 1981.

Non-working persons, however, participated in humanities courses more frequently than employed adults--10.2 percent compared with 6.8 percent of those in the labor force. (The high proportion of adult students in the labor force, however, means that the actual number of humanities courses taken by working persons was higher than that for students outside the

[6] The U.S. Department of Labor defines participation in the labor force as working, with a job but not at work (on vacation, for example), or actively looking for work. Persons in school, keeping house, retired, or unable to work are defined as outside the labor force.

labor force, despite the higher participation rate of non-working adults.) Among different occupational groups, the greatest participation in humanities disciplines came from service workers, who enrolled in humanities for 9.2 percent of all courses, while white collar workers were most likely to study business, engineering and health subjects.

Geography Residence in the mountain and Pacific states was consistently and positively associated with participation in adult education. The Western states, representing 19 percent of the U.S. population in 1981, had 27 percent of the adult education participants, for a participation rate of nearly 18 percent. In the North Central states, the participation rate was 13.5 percent. Adults in the Northeast and the South were much less involved in further education and training, with participation rates of 10.3 percent and 11.2 percent respectively.

Participation in the humanities was somewhat differently distributed. The largest proportion of courses in humanities disciplines was found among residents of the middle Atlantic states; 10 percent of all courses taken in that region were in those subjects. The Pacific states also accounted for higher than average enrollments in the humanities, at 9.2 percent of all courses taken in that region. Other areas with higher participation in the humanities were the South Atlantic and West South Central states. In general, the states with above average humanities enrollments also showed high proportions of students enrolled in two and four year colleges and universities.

In summary, adult students represented the most privileged sectors of American society. Participants in 1981 were younger, better educated and more affluent than the nation as a whole; participation rates moved inversely with age and directly with both education level and family income. While women represented the majority of adult students, they tended to be older, poorer, and less well educated than their male classmates. Minorities were under-represented among adult students in relation to their proportion of the adult population.

The same patterns did not apply equally to adults who enrolled in humanities courses. Minorities and women studied these disciplines much more frequently than did white men. Adult humanities students were also much less likely to be in the labor force. In general, humanities subjects attracted students enrolled in degree programs and persons with substantial leisure time, both small proportions of all adults.

PART III

WHY DO ADULTS ENROLL?

The majority of adults in 1981 enrolled in education and training for job-related reasons. As Table 4 shows, 43 percent of all adult students sought new skills for their currrent jobs; approximately 10 percent were seeking new positions; and another 4 percent had other occupational motives. Between 1969, when the first survey of adult education was taken, and 1981, the proportion of job-related courses has risen by 7 percent.

TABLE 4

REASON FOR ENROLLING IN ADULT EDUCATION, BY COURSE

	All courses	Humanities courses
JOB RELATED	57.5%	37.7%
Improve, advance, or keep up to date in current job	43.0	22.0
Get a new job in the same occupation	1.8	9.6
Move to a new occupation	8.7	2.5
Other job related	4.0	3.6
NOT JOB RELATED	37.7	57.3
Personal and social	26.8	29.3
General education	8.4	23.9
Volunteer work	1.3	0.8
American citizenship	0.2	1.9
Other non job related	1.0	1.4
Not reported	4.8	5.0

Source: Participation in Adult Education, 1981, author's calculations.
Note: Figures may not add to 100 percent because of rounding.

Non-occupational reasons were more varied. Personal and social interests were cited by about one-quarter of all adult students; the broad nature of this category could represent anything from passion for the clas-

sics to a search for new friends. Courses reported as general education[7] were courses toward a degree for 72 percent of all persons citing this reason; to that extent, these courses may have meant occupational advancement in the long term even though the specific courses were not reported as job-related. Other non-vocational motivations and non-responses accounted for the rest of the sample.

When humanities courses are examined in isolation, the ratios on reason for enrollment are exactly reversed. Only 37.7 percent of all humanities courses were taken for job-related reasons, while 57.3 percent were studied for other objectives. There are two major differences between the total sample and the subset of humanities courses; only half as many humanities courses were taken for current job enhancement, and nearly three times as many were taken for general education reasons. Even speech and communications, subjects frequently cited for their career relevance, showed lower frequencies for job-related reasons. These patterns remained stable across racial and gender differences.

Sex Women's enrollments were divided evenly between job-related and all other reasons, while men participated for occupational reasons almost two-thirds of the time. A closer look at female participation patterns reveals interesting differences between women in and out of the labor force. Over 19.8 percent of all working women enrolled in some form of instruction in 1981, compared with 11.7 percent of men (most of whom are in the labor force) and only 8.6 percent of women not working outside the home.

Labor force participation was also associated with different educational motivations for women. Working women took 65 percent of their courses for job-related reasons and nearly half in order to improve in the current positions. Women outside the labor force, however, took 75 percent of their courses for non-occupational reasons, over half for personal and social reasons. Only 12 percent of the courses taken by women outside the labor force were reported as preparation for new occupations. Thus while the housewife returning to school and the job market was one type of participant in adult education, she represented only a small proportion of the total interest in continuing education in 1981.

Race Members of minority groups differed from whites in their reasons for participating in education and training programs. In 1981, blacks and Hispanics were more interested than whites in training for new jobs and

---

[7] General education was not defined in the Participation in Adult Education survey. Adult students were asked to choose their main reason for enrolling from the options listed in Table 4; see the survey instrument in Appendix A for the exact presentation of the question. General education for some students probably meant education without specific objectives, while for others it probably signified courses to meet breadth requirements in formal degree programs. General education in this survey cannot be presumed to mean the same thing to all adult students as it does to college faculty and administrators.

especially for new occupations, reflecting the lower paid and lower prestige jobs traditionally available to minority workers. Whites, however, were more likely to seek advancement or updating of their current positions.

A larger proportion of courses taken by minority students were general education--almost 16 percent among blacks, 11 percent among Hispanics, and 14 percent among other minorities, compared with 8 percent among whites. Such differences are explained in part by the larger percentage of minority adults enrolled for college degrees. These comparisons suggest that minority adults, especially blacks, saw education and training as a way to advance their careeers rather than as a form of recreation or personal fulfillment.

Education and family income When reason for particiption is compared with previous educational attainment, the results make intuitive sense. Those persons with the most education, and presumably the best jobs, enrolled to advance in their current positions, while students with less than a college degree were more interested in new occupations. As education level rose, enrollments in job-related training increased, with 70 percent of those persons with some graduate training studying for occupational reasons. Students with some work toward an educational credential they had not yet obtained (some high school or some college) were much more likely to study for general education purposes; they were also much more likely to be enrolled for high school diplomas or college degrees.

Persons with five or more years of college were the least involved in general education, understandable since well-educated persons already have substantial academic credentials. It is a disappointing trend, however, to academics who have hoped that highly educated adults will continue to study because of a well developed love of learning. Students from high income families also demonstrated below average participation for general education and personal and social reasons.

Most courses in the humanities were not taken for job-related reasons. Among humanities students, the most highly educated individuals were more likely to study the humanities for career objectives than was the case among less well educated adults. In the highest category--five or more years of college--52 percent of all humanities courses were taken for occupational purposes.

The majority of adult students viewed their courses as investment in their careers. They developed skills and knowledge to improve in their current jobs or to advance to new ones, with the hope of earning returns on their investments of time and money in education.

As already noted, adult education and training tends to be a phenomenon of the most advantaged groups in American society. Those categories in which participation rates were high in 1981, such as adults with college degrees, were also the categories in which higher proportions of students enrolled for job-related courses. Adding the fact that better educated

persons were also more likely to take more than one course, it becomes clear that new investment is much greater among those Americans who have already made substantial past investment in education and training.

Adult learning is also a continuing phenomenon. Analysis of the Participation in Adult Education survey suggests not only that well educated persons attend once for further education, but that they tend to do so again and again. Since investment suggests the potential for economic returns in the future, such regular students in adult education and training are likely to earn higher incomes because of their participation. A real possibility exists that the disparities between the economic extremes in American society will widen because of present adult education patterns.

Humanities enrollments, however, tended to fall outside this general pattern. Among the 7.7 percent of all courses in 1981 that were in the humanities, fewer than 40 percent had occupational objectives. About one-quarter were taken as general education, most as components of degree programs. For most adult students, other subjects served to meet their educational objectives better than the humanities did.

PART IV

WHO PROVIDES INSTRUCTION FOR ADULTS?

Adults enrolled in education and training programs offered by many different providers. In 1981, over half the courses were taken at schools and colleges, but the rest were given by a wide range of organizations, from labor unions and businesses to government agencies, churches, and private tutors. Table 5 shows the providers of instruction for courses included in the Participation in Adult Education survey.

TABLE 5

PROVIDER OF INSTRUCTION, BY COURSE

	All courses	Humanities courses
SCHOOLS	52.5%	72.5%
Elementary and secondary schools	6.1	13.3
Two year colleges	16.1	24.3
Four year colleges	18.9	26.3
Vocational, trade and business schools	8.7	4.6
Other schools	2.7	4.6
Business and industry	13.1	3.3
Labor and professional organizations	5.1	1.2
Government agencies	8.2	6.0
Private community organizations	8.8	7.2
Private tutor	4.5	2.1
Other	3.2	2.2
Not reported	4.7	3.5
**********		
Student's employer provided the course	24.1	11.7

Source: Participation in Adult Education 1981, author's calculations.
Note: Figures may not add to 100 percent because of rounding.

Since the first survey of adult education was taken in 1969, adults have become less likely to enroll in traditional education institutions. While the decline in the proportion of students attending elementary and secon-

dary schools can be explained in part by the rising educational level of the American population in general, the reasons for the percentage decrease in four year college attendance are less clear. One certainly is the growth of community colleges and vocational-technical institutes, often the least expensive and most accessible institutions in an area; these institutions have actively recruited older part-time students with aggressive marketing, flexible programs, and offerings responsive to student interests. The proportion of adults attending two year colleges rose 6 percent between 1969 and 1981. Thus the share of all adult students enrolling in higher education remained fairly stable over the period but the balance between two and four year colleges shifted in favor of the former during those years.

The real growth in adult education in the past twelve years has come in the non-school sector. Unfortunately the five adult education surveys did not use comparable questions about provider of instruction,[8] but it appears that business and industry has been a growing source of education and training for adults. Two items reinforce this inference--the large number of students seeking training for advancement in current jobs, and the fact that one-quarter of all courses in 1981 were provided by the students' employers.

Humanities courses were much more frequently sought from schools. Adults took nearly three-quarters of all offerings in humanities disciplines in schools of all types and over half in colleges and universities. This high proportion is not surprising since almost one-third of all humanities courses were taken for college degree credit. All other providers accounted for a smaller proportion of humanities courses, including libraries, museums, and other organizations concerned with the humanities.

Sex and race Women were more attracted than men to courses offered by schools, especially elementary and secondary schools and two year colleges, reflecting in part the lower educational attainment of female adult students. On the other hand, the proportion of men receiving training from business, industry, unions, and professional organizations was twice as high as for women. A good part of this difference can be explained by the fact that, within the sample, 22 percent more men than women were in the labor force.

Also, presumably, more men than women belong to unions and professional organizations or work in occupations that require continuing education to maintain licenses and certificates. Community organizations, many with an emphasis on home and family, attracted almost twice as many women as men. These statistics are consistent with earlier findings that many more women than men enrolled for non-occupational reasons.

---

[8] The 1969, 1972 and 1975 surveys listed "employer" as one of the choices under provider of instruction. In 1978, the category "business and industry" was substituted, and a separate question was added to ask if the student's employer was the administrator of the course.

Members of minority groups looked to schools for education and training more often than did whites, consistent with their higher interest in obtaining educational credentials. Like women, racial minorities were much less likely to receive training from businesses, unions or professional organizations. At the same time, agencies at all levels of government serve larger proportions of blacks and other minorities, consistent with public policies to provide equal opportunity for citizens suffering from discrimination or economic disadvantage.

Men and women sought humanities instruction from schools and colleges in roughly the same proportions. Just as in the case of all courses, however, a larger percentage of men took humanities courses from business providers, although the overall proportion was small. The distribution of humanities courses taken by minority group members was very similar to the pattern for all courses in the sample.

Continuing education is still <u>schooling</u> for the majority of adults, with four year colleges and univerities the single largest category of provider of instruction. The growth in adult education, however, in the past decade has occurred in less traditional institutions--community colleges, vocational-technical institutes, and especially in business and industry. For educators and policymakers concerned with the humanities, these trends are disturbing, since humanities students have tended to seek academic credentials at the same traditional colleges and universities that are apparently becoming relatively less attractive to adults.

PART V

WHO PAYS?

The Participation in Adult Education survey asked each adult student a series of questions about financial support: "Who paid for this course?" (with multiple responses possible), "Is your employer one of the sources of payment?" and "How much did you and your family pay for tuition and required fees?" This section analyzes the responses to these questions.

TABLE 6

SOURCE OF PAYMENT, BY COURSE

	All courses	Humanities courses
Self and family	45.1%	49.2%
Business and industry	22.1	9.8
Public funding	17.7	25.6
Private community organizations	5.6	4.8
Other	5.0	6.0
Not reported	4.5	4.7
**********		
Employer one source of payment	32.0	18.4

Source: Participation in Adult Education 1981, author's calculations.
Note: Figures may not add to 100 percent because of rounding.

The broad nature of these questions about financing hides some potentially interesting distinctions. For example, the response "public funding" covers government grants and loans for courses offered by private providers as well as training programs taught directly by government agencies. Similarly, the response "business and industry" includes tuition remission programs for employees as well as on-the-job training.

The question on amount paid also has several limitations. First, less than half of the adult students in this sample paid anything at all for the instruction they received, and a small proportion of those had some support from other sources in addition to their own funds. Second, the question asked only about tuition and required fees, giving no information about other real costs such as books, supplies and transportation.

Also, even for those students who paid all required fees themselves, the amount paid cannot be assumed to represent the true cost of instruction. Many organizations rely on volunteers or choose to charge low tuition, subsidizing their courses as a community service; employers underwrite worker training courses to encourage participation. Public schools and colleges have substantial tax revenues supporting free or low cost education, and high tuitions at private colleges and universities are often partially offset by endowment income. Thus the dollar figures cited in this chapter on payment of tuition and fees are not cost figures but, more accurately, net price to students.

For nearly half of all courses in the sample, students and their families paid all tuition and required fees, representing by far the largest single sources of payment for adult education and training. Most of the categories in which self support was high make intuitive sense: about 50 percent of college graduates (persons most likely to value education), 54.5 percent of high income adults (those best able to pay), 71.5 percent of courses for personal and social reasons (offerings unlikely to be supported by others), 75.7 percent of courses offered by tutors (private lessons were privately funded), and more than 60 percent of courses toward college degrees (programs traditionally supported by families). Perhaps most striking is the difference between men and women; males paid themselves for 36.4 percent of their own courses while females supported 51.6 percent of theirs.

An important reason for this difference between the sexes is subsidy by business and industry. Businesses were most likely to pay for courses to improve performance in current jobs; this reason accounted for more than 80 percent of all courses garnering corporate support. The profile of adults who received business financing was a moderate one: middle income, middle aged, and moderately well educated. Of all courses in the sample, 32 percent were supported by employers. Almost half of the courses paid for by businesses were also offered by businesses. Many women, especially those not working outside the home, did not match this profile.

Government agencies tended to provide assistance more often on the basis of student characteristics, expecially low income or low education level, rather than on subject matter or other course characteristics. Minority students were more likely than whites to receive public funding (39.6 percent for blacks, 25 percent for Hispanics, 48.3 percent for other minorities, and 16.6 percent for whites), consistent with public policies that focus on the disadvantaged. Thus government support tended to offset those market forces that favor participation by well educated and affluent students.

A slightly larger proportion of humanities students paid for their own courses than was the case among all adults, as Table 7 shows. Businesses supported less than 10 percent of humanities courses, probably reflecting the attitude that humanities subjects do not provide immediately applicable job-related training. Also, employers are often unlikely to underwrite courses in formal degree programs; a large proportion of humanities offerings were taken toward academic credentials. The relatively large percentage of humanities courses supported by public funds may be more a factor

TABLE 7

SOURCE OF PAYMENT, BY SUBJECT OF COURSE

(horizontal percentages)

	Self	Business	Public	Private	Other	Not reported
Humanities	49.2%	9.8%	25.6%	2.8%	8.0%	4.7%
Arts	80.9	2.1	8.5	1.4	4.0	3.1
Social sciences	49.8	10.6	24.4	5.4	5.4	4.3
Natural sciences	50.3	15.1	24.5	1.8	3.8	4.4
Business	35.2	41.9	13.6	2.3	2.8	4.2
Engineering	31.1	42.2	17.2	2.2	3.1	4.3
Professions	29.7	17.7	41.8	4.3	2.7	3.8
Health	35.1	26.9	15.6	9.2	8.5	4.8
Education	46.3	6.3	31.0	7.4	4.2	4.8
Physical education	85.2	1.4	5.4	1.4	2.6	4.0
Religious education	25.8	0.5	0.2	48.3	18.9	6.4
Other subjects	63.7	8.7	12.4	4.5	5.2	5.5
ALL COURSES	45.1	22.1	17.7	5.6	5.0	4.5

Source: Participation in Adult Education 1981, author's calculations.
Note: Figures may not add to 100 percent because of rounding and/or missing data.

of low business support than special interest in the humanities by public funders. Courses for credit and courses offered by colleges, both representing large proportions of all humanities courses, also show heavy self-support--as much as 70 percent for humanities courses toward a bachelor's degree.

The pattern of support for the humanities was almost identical for men and women, although differences appeared when racial groups were examined. Whites had a higher proportion of support for humanities courses from business (11.8 percent) and own resources (56.7 percent) while minorities had higher levels of public funding for the humanities, as they did for all courses. Both business and self funding of the humanities were significantly lower for minorities than for whites.

The average payment per course was $117 in 1981. This figure was calculated by using only those courses for which a specific dollar amount was reported--11,830 out of 26,190 in the sample. As Table 8 shows, this average varied with the sex and race of the student, the labor force status of women, and the reason for and provider of the course. Men paid more than women, in most instances minorities paid more than whites, and all catego-

ries of students paid more for job-related than non-vocational courses. This table also demonstrates that humanities courses attracted lower average payments than all courses combined, even though a higher percentage of humanities offerings were supported by students and their families. Only among non-working adults did students pay more for humanities courses than the average for all courses.

TABLE 8

AVERAGE PAYMENT FOR SELF SUPPORTED COURSES

	All courses	Humanities courses
Total sample	$117	$98
Men	166	115
White	163	103
Black	178	135
Hispanic	206	*
Other minorities	73	*
Women	91	88
White	88	76
Black	145	43
Hispanic	91	98
Other minorities	80	*
In labor force	100	78
Not in labor force	74	104
Job related course	166	100
Not job related	74	96

*Fewer than ten observations

Source: Participation in Adult Education 1981, author's calculations.
Note: Means were calculated only for those courses for which a specific dollar amount was available (11,830 out of 26,190).

These relatively high average payments tend to distort the fact that most adult students paid little or nothing for the courses in which they enrolled. Of the individuals who paid some amount (the group for which average payment was calculated), over one-third paid less than $25 and only 11.4 percent paid more than $200. When the entire sample is considered, over half of all courses required no cash outlay by students and their families.

Further disaggregation of payment data (see tables in Appendix B) by age, sex, race, education level, and so on reinforces the conclusion that adult students and the organizations that subsidize them followed logical patterns of economic behavior. They directed their resources in ways consistent with their goals and self interest--employers most often supported training to improve workers' performance in current jobs; government agencies tended to assist larger proportions of minority and disadvantaged citizens, and so on. When students paid for education themselves, they also acted rationally. Young people paid more on average, presumably looking to many years of return on investment, while older adults paid less than their younger classmates.

Students were also willing to pay more for job-related courses, those activities that gave greatest promise of producing economic returns in the form of higher wages in the future. Adults consistently invested more in courses and programs that had occupational relevance. The lower average payments for humanities courses were probably related to the fact that more of them were not job-related. Adult students also favored courses for credit and certification over noncredit courses.

Government expenditures reflected the public policy emphasis on equity, with more attention given to certain categories of Americans than to specific providers of instruction or courses of study. Public subsidies focused on minorities, low income families, and poorly educated adults, all categories of students that were not well represented in the adult student cohort in general.[9]

Minorities were a small percentage of all adult students, but those who did participate were willing to pay more on average for their educations than are whites. Especially in job-related categories and subjects, minorities consistently paid higher out-of-pocket costs than their fellow students.

The reverse was true for women. While women comprised the majority of all adult students, they were less likely than men to have financial support from outside sources; the absence of subsidy from business was especially striking. More women than men paid their own way and they also paid less. The male-female disparity persists even when controlling for such factors as labor force participation, education level, and reason for enrolling in education and training.

Two types of inferences are possible from these differences by sex. One is additional evidence of sexual discrimination, particularly by businesses much less likely to subsidize female workers than male employees. Another view, however, is evidence of quite rational behavior by women. When female students have lower incomes on average and less reason to expect real economic returns on their educational investments, lower expenditures per course represent common sense.

---

[9] Data to support these comparisons are found in the tables in Appendix B under the payment headings.

There is a consistent relationship between education level and willingness to pay; as educational attainment rises, so do the percentages of self-supported courses and the average amount paid for them. Greater involvement among well educated citizens also helps to explain the higher dollar outlays for formal schooling and credentials compared with other types and providers of learning.

In summary, adult students are rational investors and consumers; they put their money in those education and training programs that give promise of providing the greatest returns. They also have developed a taste for education which leads them to seek more learning and increases their willingness to use their own resources to pay for it.

PART VI

WHICH FACTORS ARE MOST INFLUENTIAL?

The preceding sections have discussed adult students and the courses they took by looking at one or two factors at a time. An analysis of the combined effects of many demographic variables allows evaluation of the interrelated effects of these variables on the decision to enroll and on the amount spent by students and their families on adult education and training.

The 1981 survey provides information on a large number of socio-economic characteristics of adults, but it does not include many items that would be helpful in assessing student motivation--such factors as previous academic success, IQ, length of time since last in school, occupational aspirations, requirements for continuing certification, or family circumstances. Thus the reasons behind the decision to participate in adult education and to pay for such training can only be inferred from the more general data collected by the 1981 survey.

This section reports on the results of a series of multiple regression analyses. This is a correlational technique that examines a set of independent variables such as age, sex, and race in relation to a single dependent variable. Multiple regression provides an estimate of the effect of each independent variable on the dependent variable while taking all others into account, in contrast with previous discussions which have considered these variables separately. For example, while the information has shown a high association between participation in adult education and family income, it has not explained if this correlation is really due to income or to the fact that people with high incomes tend to have high levels of educational attainment as well.

Since many of the variables described here are interrelated, their effects on participation need to be separated. Multiple regression controls each individual independent variable on all other independent variables. The specific results of these regressions are discussed in more detail in Appendix C.

The enrollment decision Previous educational achievement is the single factor most consistently associated with the decision to enroll in some type of adult education and training, when all types of courses, not just the humanities, are considered. This relationship between education and participation, however, is not linear. At low levels of educational attainment, an additional year of schooling actually reduces the likelihood of a student enrolling in adult education, while at higher levels of attainment, the relationship is positive, suggesting that additional years of schooling are directly related to the desire to acquire yet more education.[10]

---

[10] Appendix C shows that the variable EDUCATN is negative in the go/no go

TABLE 9

FACTORS ASSOCIATED WITH PARTICIPATION IN ADULT EDUCATION

Independent variable=participation

	All students	Men	Women	Women in labor force	Women not in labor force	
Age	0	0	0	-	0	
Education	+	+	+	+	+	ooo
Female	+	0	x	x	x	
Minority	-	-	-	-	0	
Family income	0	0	0	0	0	
Veteran	0	0	0	0	0	
In labor force	+	+	+	x	x	
Working full time	0	0	0	0	x	
White college job	+	+	+	+	x	
Human services job	+	+	+	+	x	
Married	0	+	-	-	-	
Living in West	+	+	+	+	+	ooo
Living in suburb	0	0	0	0	0	

\+ Variable significantly and positively related to participation at least the .05 level.
\- Variable significantly and negatively related to participation at least the .05 level.
0 Variable not significant at the .05 level.
x Variable not included.

Source: Participation in Adult Education 1981, author's calculations.
Note: These equations deal with all adult education courses, not humanities courses alone. See Appendix C for specific data.

The next factor consistently associated with enrolling for adult education was living in the western states; there was not subcategory for which this variable was not significant. Adults in the West were younger and better educated on average than persons in other regions. Conventional wisdom holds that low tuition, especially in California community colleges, accounts for much of the importance of region. The Golden State is not the only explanation, however, since western residence remained a statistically significant variable even when California students were excluded from consideration.

regression, while EDSQ is positive. When the two variables are combined in a single curve, the upward-sloping tendency of EDSQ overtakes the negative slope of EDUCATN at about eight years of education.

State governments in the West spend relatively larger amounts on education in comparison with other regions, suggesting that residents collectively value education enough to expend substantial tax revenues for schools and colleges. Also, the tradition of low cost, accessible education in California has developed a pattern of substantial adult participation in education; the presence of a ready supply of educational opportunities has generated a demand and a taste for education beyond that induced merely by low prices.

Being female was another statistically significant variable across ethnic groups and various levels of education and income. Minority status was consistently and negatively related to participation. Previpus findings of high rates of participation among women and low rates among non-whites are reinforced by the significance of sex and race variables when other factors were held constant.

Labor force variables were also consistently associated with enrollment in adult education. Work status itself was significant, as were such variables as white collar and human services occupations which describe that work in more detail. As noted above, white collar and human sevices fields require substantial education, yet these occupational variables are important even with education included among the controlling factors.

Interestingly, marital status had differential effects for men and women. For women in the labor force, being married was a highly significant and negative factor, suggesting that family responsibilities and perhaps disapproval of spouses discouraged enrollment. For women outside the labor force, being married was a positive factor, although a less significant one. Presumably non-working women are dependent on their husbands' incomes for tuition payments. Men showed a positive relationship between marriage and participation in adult education.

A second set of regression equations was run for adult students only, with "humanities" as the dependent variable, using the same factors as the go/no go equation plus variables describing the courses taken. This investigation examined the differences between humanities and non-humanities courses and the significance of the independent variables in relation to that difference. The results were disappointing; the only variables that were highly associated with humanities enrollment were taking a course at a two or four year college, enrolling for degree credit, and studying for non-career reasons. A few other factors were weakly associated but most variables were statistically insignificant.

Several conclusions might be drawn from these results. One is that the variables available from the survey of Participation of Adult Education are not the factors that really explain why adults chose to study the humanities. A related explanation focuses on the limitations inherent in aggregating a wide range of courses into just two categories, humanities and all others. The diversity with the humanities is important, but the vast differences between neurosurgery and tennis lessons cannot be handled adequately with a dichotomous variable. Other techniques, and probably other data sets probing more thoroughly for motivational factors, are needed to analyze more conclusively the reasons why adults enroll in the humanities.

PART VII

IMPLICATIONS

This analysis of the 1981 survey of Participation in Adult Education describes adult students who studied the humanities and many other subjects. The major findings include:

1. Previous education level is directly linked with subsequent involvement in adult education and training. The participation rate among adult students rose dramatically as educational attainment rose; education was the variable most closely associated with enrollment when all other factors were held constant. Well educated adults were more likely to pay out of their own pockets for education and training, and they also expended more per unsubsidized course on the average than adults with less schooling. As educational level rose, the proportion of students who sought job-related training rose, suggesting that well educated adults were not lifelong learners solely from a love of learning.

2. Humanities courses attracted a much higher proportion of students interested in earning degrees and other educational credentials. Since the survey did not ask about academic majors, one can assume that a substantial fraction of these courses reflect college requirements as much as inherent interest in the humanities.

3. Humanities students who were not studying for degrees most often pursued personal interests through their courses. The proportion of such students outside the labor force was much higher than for the sample as a whole. In general, while the majority of adult students enrolled for job-related reasons, most humanities students took courses for non-vocational purposes.

4. Women have played an increasingly important role in adult education. Since the first survey was taken in 1969, the rate of participation among women has increased from 9.0 percent to 13.6 percent, with women accounting for 57.7 percent of all courses taken in 1981. Women comprised an even larger proportion among minorities. Women were much less likely than men, however, to receive outside subsidies for the courses they took; even when their high proportion of noncredit courses is taken into account, the lack of support was striking. Those women who paid for their studies from their own resources had average payments lower than men in every subcategory.

5. Minority adults showed different patterns of involvement than did whites. Blacks in particular were not represented among adult students in proportions equal to their share of the adult population; between 1969 and 1981, their participation rate actually declined. Those few minority group members who did enroll sought job advancement, formal schooling, and credentials; they enrolled in humanities courses more often than whites.

6. Participation in adult education and training was inversely related to age, although age was not a statistically significant variable in the enrollment decision when other factors were controlled. Young people were

more likely than other students to take courses for credit at schools and colleges for job-related reasons, using education as an investment in the hopes of earning economic returns through higher wages over their working lives.

7. There is a widening gap in skills development between the most highly trained persons in American society and the least well educated individuals. Current practices of individuals and the policies of businesses and employers in providing training and subsidizing outside education point toward the haves leaving the have nots even further behind.

What lessons can providers and policymakers concerned about about adult education and the humanities learn from this analysis? No single provider, of course, faces a national market for adult education; most part-time students are geographically fixed by family and job commitments. This study, then, cannot be used as a market survey to describe the potential adult student body for a museum, college, or historical society. The statistics in this report do suggest some questions that institutions should ask as they seek to serve adult learners, and that government agencies and other policymakers should consider as they make decisions that affect those students and providers of instruction. This report concludes with a list of such questions.

How does the adult population in a particular area compare with the national profile?

To the extent that the local population matches the national statistics in this study, the conclusions here are likely to be valid locally. As this study demonstrates, adults who are already well educated were the most likely to enroll for further training. In regions with high levels of schooling, the potential for attracting adults may be greater than in other areas. At the same time, well educated adults have not chosen humanities courses as frequently as other subjects or as often as adults with less formal schooling.

Women participated in adult education at higher rates than men; a provider with large concentrations of women, especially highly educated working women, faces a good potential student body. Unlike other subjects the humanities drew heavily from minority populations, especially those attracting students seeking formal academic credentials. A high concentration of minority women interested in academic degrees would be good news indeed for providers of humanities instruction.

In 1981, the rate of participation increased over previous years, so the number of adult students distributed across all providers was up. In particular, as the number of 25 to 35 year olds grows, the number of Americans in those age categories in which participation rates were highest is increasing. Since these adults are better educated than the population as a whole, it is not unreasonable to assume that they will participate at rates commensurate with their current educational attainments. But these prospective adult students are also in the categories in which career con-

cerns are highest, so the likelihood of substantial growth in the humanities and other traditional academic subjects is small.

What other organizations are offering humanities instruction?

Among the students reported in the 1981 survey, those enrolled in the humanities looked primarily to colleges and universities for instruction. If higher education institutions continue to emphasize traditional degree programs but offer them to students of a wider age span, then they will probably maintain or increase their enrollments of adults overall. This study has shown, however, that colleges and universities attracted less than one-third of the adult student market in 1981; the share going to higher education in the future, especially to four year institutions, may decrease. Colleges should not assume that adult students will easily fill the seats left vacant by the declining numbers of 18 to 22 year olds.

Adult students were highly motivated by job considerations, and only a portion of the courses offered by colleges and universities can promise immediate payoff. The subjects traditionally associated with a college education did not attract larger numbers of adults in 1981; courses in the humanities, social sciences, natural sciences, and the arts represented only slightly more than 20 percent of all courses reported. The greatest growth in adult education was in the non-school sector. While many colleges and universities have expanded continuing education and similar programs, other providers were often more attractive to adults seeking education for personal reasons.

How are the benefits of humanities study presented to adult students?

The career concerns of adult students suggest that colleges and universities might do well to broaden the definition of job-related education. If institutions could demonstrate persuasively that history, literature, philosophy, and foreign languages have occupational value as well as inherent worth, institutions might attract larger numbers of adults (and younger students as well) to these subjects of traditional strength. Comparing 1981 figures with earlier surveys suggests that such rethinking is needed; the proportion of adult students enrolling for job-related reasons has increased over the years that the Participation in Adult Education survey has been taken, while the percentage of adults studying for general education reasons has declined. Although the proportion of adults enrolling for personal and social reasons has grown between 1969 and 1981, these students typically did not look to higher education, especially to four year colleges, to meet their needs.

Who are potential funders of humanities education for adults?

Half the adults studying the humanities in 1981 paid for their courses from family resources. Colleges and other providers can take some comfort in the fact that such students are not highly influenced by political changes or cuts in government student aid programs.

If humanists and the institutions that provide humanities instruction can make a case for the career relationship as well as the traditional strength of the humanities, then the pattern of payment for adult education might change to include higher levels of subsidy by business and industry. If employers as well as workers believe that the skills and knowledge developed by study of the humanities can contribute to their businesses, they will be more likely to invest company funds in educational programs that include substantial components of the humanities.

How can non-working people be served more effectively?

The humanities, more than many subjects, attracted retired persons and women not working outside the home. Such students may be seeking illumination of personal experiences or reflection on lives now ending, in addition to motivations shared with a broad range of students. These special applications of the humanities suggest that faculty may need to consider both the content and teaching methods of courses serving such students.

What about students with low levels of education?

The previous questions have assumed that providers are looking for the best ways to increase the numbers of adults they serve with good humanities instruction. Yet the statistics presented in this report show that adults with less than 12 years of education, when they do enroll in organized instruction, study the humanities in larger proportions than more highly educated adults. Colleges and universities in particular might ask what responsibilities they have to serve educationally disadvantaged persons who are likely to be left behind in an increasingly technological and well educated society.

This study has provided a snapshot of adults who participated in a wide variety of educational experiences in 1981. Persons concerned about adult education and the humanities can finish this report with two attitudes. Colleges and universities, museums, historical societies, and other providers of instruction can look at these patterns of participation as a given; with this view, the statistics presented here are an indication of adult students' participation in the future, probably discouraging providers from expanding their humanities offerings. On the other hand, they can also look at these statistics as an indication of potential, in which case they can present the many values of study of the humanities in new ways to adults across the country.

Appendix A

1981 SURVEY OF PARTICIPATION IN ADULT EDUCATION

The 1981 Participation in Adult Education survey was the fifth in a triennial series begun in 1969 by the National Center for Education Statistics of the U.S. Department of Education, administered as a supplement to the May 1981 Current Population Survey. The information collected by the CPS is the basis for calculating monthly unemployment statistics. In addition to standard questions about socio-economic characteristics, persons in the sample were asked if anyone in the household age 17 years or older had participated in the last year in programs defined as "courses and other educational activities, organized by a teacher or sponsoring agency and taken by persons beyond compulsory school age." Students in full time programs in high schools, colleges, and vocational schools were excluded. Persons responding affirmatively to this question were asked to fill out a survey form inquiring in detail about their educational activities. Questions from the Current Population Survey itself (gathering socio-economic data) and the supplementary survey of Participation in Adult Education are included in this appendix. Over 21,000 individuals responded to this survey in 1981, representing 21 million adult students and a participation rate of almost 13 percent of the eligible adult population.

Critics of the adult education survey series find several shortcomings. One is the voluntary nature of the survey itself, depending upon participants to fill out the form and mail it to the Census Bureau. A seond problem is the restricted definition of adult education. Other researchers have generated higher participation rates, ranging from 15 to 98 percent, by using intensive interview techniques that probed for eligible activities and including self directed study as adult learning.

Substantial changes were made in 1975 and 1978 to include part-time adult education courses taken by individuals who were also full time students in programs leading to a high school diploma or to a college degree, and to exclude courses taken by adults as full time students in vocational or occupational programs with a duration of six months or longer. NCES has published a few tables comparing the major variables for all surveys since 1969; in general, however, the differences among them prohibit their use as time series studies. Thus any discussion of trends or changes over time must be viewed cautiously at best. Despite these limitations, the Participation in Adult Education surveys remain the best national data source on adults engaged in various types of education and training programs.

The 1981 survey grouped adult education courses into seventeen broad categories. (Previous surveys had assigned a four digit code to each course, providing substantial detail about subject matter studied.) The

basic data set included only the seventeen categories, which were insufficient for this study because humanities courses could not be isolated. For example, philosophy, religion, and psychology were grouped together; history was included with the social sciences; and interdisciplinary studies encompassed a wide range of items, some of them in the humanities.

A supplementary data tape with exact course titles was available to be matched with the basic data set. In the process of identifying humanities and separating them from other offerings, a number of incorrectly classified courses were discovered. These misplaced courses were recoded for purposes of this study, although every effort was made to remain consistent with NCES categories unless changes were obviously necessary. In all, over 6600 courses were reclassified either to provide greater detail about humanities subjects or to fix previous errors.

Thus the course information presented in this report differs in three ways from that published by the Department of Education. Creation of a new variable--humanities--pulled observations from several of the broad categories originally defined. The process of recoding shifted misplaced information to correct locations. Third, most of the data presented in this report uses the course rather than the student as the unit of analysis, reflecting the fact that 30 percent of the students surveyed enrolled in more than one course. Since these multiple courses were often in different subjects, a focus on single courses picks up greater diversity.

1. INTERVIEWER CHECK ITEM

Only CPS-1 for household ... ○ (Fill all applicable items on this page)
First CPS-1 of continuation h'hld ... ○
Second CPS-1 of continuation h'hld ... ○ (Transcribe items 2–13 from first CPS-1)
Third, fourth, etc. CPS-1 ... ○

FORM CPS-1

U.S. DEPARTMENT OF COMMERCE
Bureau of the Census

CURRENT POPULATION SURVEY

Form Approved – O.M.B. No. 41-R1201-14 MAY 1981

2. SAMPLE
A B C D E
○ ○ ○ ○ ○

3. CONTROL NUMBER

MONTH | YEAR

10. INTERVIEWER CODE
A B C D E F G H J K L M
0 0 0 0 0 0 0 0 0 0 0 0
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

11. DATE COMPLETED
1 2
0 1 2 3 4 5 6 7 8 9

12. LINE NO. OF H'HOLD RESP.
1 2 3 4 5 6 *
Non. h'hld. resp. (Specify) ○ (Send Inter Comm)

4. TYPE OF LIVING QUARTERS

HOUSING UNIT
House, apartment, flat ... ○
HU in nontransient hotel, motel, etc. ... ○
HU permanent, in transient hotel, motel, etc. ... ○
HU in rooming house ... ○
Mobile home or trailer ... ○
HU not specified above (Describe below) ... ○

OTHER UNIT
Quarters not HU in rooming or boarding house ○
Unit not permanent in transient hotel, motel, etc. ○
Tent site or trailer site ○
Other not HU (Describe below) ○

5a. LAND USAGE (TRANSCRIBE from C.C. item 10 or 11)
A ○
B ○ (Fill 5b)
C ○

5b. FARM SALES (TRANSCRIBE from C.C. item 12)
A ○
B ○
C ○
D ○

6. PSU NO.
0 0
1 1 1
2 2 2
3 3 3
4 4 4
5 5 5
6 6 6
7 7 7
8 8 8
9 9 9

7. SEGMENT NO.
0 0 0
1 1 1 1
2 2 2 2
3 3 3 3
4 4 4 4
5 5 5 5
6 6 6 6
7 7 7 7
8 8 8 8
9 9 9

8. SERIAL NO.
0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

9. HOUSEHOLD NO.
1
2
3
4
5
6
7
8

0 9 8 7 6 5 4 3 2 1
1 0 9 8 7 6 5 4 ● 2 1

13. TYPE INTERVIEW
Noninterview ○
Personal ○
Tel. – regular ○
Tel. – callback ○
ICR filled ○

NONINTERVIEW

TYPE A

14. (Mark reason and race.)

REASON
No one home ○
Temporarily absent ○
Refused ○
Other – Occ. ○ (Describe below)

RACE
White ○
Black ○
All other ○

TYPE B

15.
Vacant – regular ○
Vacant – storage of h'hld furniture ○ (Fill 16)
Temp. occ. by persons with URE ○
Unfit or to be demolished ○
Under construction, not ready ○
Converted to temp. business or storage ○
Occ. by Armed Force members or persons under 14 ○ (Omit 16–17)
Unoccupied tent site or trailer site ○
Permit granted, construction not started ○
Other (Specify below) ○

TYPE C (Send Inter Comm)

Demolished ○
House or trailer moved ○
Outside segment ○
Converted to permanent business or storage ○
Merged ○
Condemned ○ (Omit 16–17)
Built after April 1, 1970 ○
Unused line of listing sheet ○
Other (Describe below) ○

SEASONAL STATUS

18. This unit is intended for occupancy:
Year round ○ (Fill HVS if HU in item 4)
By migratory workers ○ (Fill Item 17 below if HU in Item 4)
Seasonally ○

17. This unit is intended for occupancy:
Summers only ○ (Transcribe as instructed on back of Control Card)
Winters only ○
Other (Describe below) ○

TRANSCRIPTION ITEMS Fill on FIRST CPS-1 of interviewed households.

26. Tenure
(Transcribe from Control Card item 9)
Owned or being bought ○
Rented ○
No cash rent ○

27. TOTAL FAMILY INCOME
(From Control Card item 33)
A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○ I ○ J ○ K ○ L ○ M ○ N ○

56. Total number of household members under 18 years of age, related to reference person.
0 1 2 3 4 5 6 7 8 9 *

REMINDER
Fill items 18A–18I on pages 2, 5, 7, 9, and 11.

NOTES:

CODER NUMBER
A B C D E F G H J K L M
0 0 0 0 0 0 0 0 0 0 0 0
0 1 2 3 4 5 6 7 8 9

2-20-81 Fosdic 26.1:1

18. LINE NUMBER

19. What was . . . doing most of LAST WEEK – Working / Keeping house / Going to school / or something else?

Working (Skip to 20A) WK ○
With a job but not at work . . J ○
Looking for work . . . . . LK ○
Keeping house . . . . . H ○
Going to school . . . . . S ○
Unable to work (Skip to 24) U ○
Retired . . . . . R ○
Other (Specify) . . . . . OT ○

20. Did . . . do any work at all LAST WEEK, not counting work around the house? (Note: If farm or business operator in hh., ask about unpaid work)

Yes ○ No ○ (Go to 21)

20A. How many hours did . . . work LAST WEEK at all jobs?

20B. INTERVIEWER CHECK ITEM

48* ○ (Skip to item 23)
1–34 ○ (Go to 20C)
35–48 ○ (Go to 20D)

20C. Does . . . USUALLY work 35 hours or more a week at this job?

Yes ○ What is the reason . . . worked less than 35 hours LAST WEEK?
No ○ What is the reason . . . USUALLY works less than 35 hours a week?

(Mark the appropriate reason)

Slack work ○
Material shortage ○
Plant or machine repair ○
New job started during week ○
Job terminated during week ○
Could find only part-time work ○
Holiday (Legal or religious) ○
Labor dispute ○
Bad weather ○
Own illness ○
On vacation ○
Too busy with housework, school, personal bus., etc. ○
Did not want full-time work ○
Full-time work week under 35 hours ○
Other reason (Specify) ○

(Skip to 23 and enter job worked at last week)

20D. Did . . . lose any time or take any time off LAST WEEK for any reason such as illness, holiday or slack work?

Yes ○ How many hours did . . . take off?

(Correct 20A if lost time not already deducted; if 20A reduced below 35, correct 20B and 20C; otherwise, skip to 23.)

No ○

20E. Did . . . work any overtime or at more than one job LAST WEEK?

Yes ○ How many extra hours did . . . work?

(Correct 20A and 20B as necessary if extra hours not already included and skip to 23.)

No ○

(Skip to 23)

21. (If 1, 2, or 3 in 19, skip to 21A.) Did . . . have a job or business from which he/she was temporarily absent or on layoff LAST WEEK?

Yes ○ No ○ (Go to 22)

21A. Why was . . . absent from work LAST WEEK?

Own illness . . . . . ○
On vacation . . . . . ○
Bad weather . . . . . ○
Labor dispute . . . . . ○
New job to begin within 30 days ○ (Skip to 22B and 22C)
Temporary layoff (Under 30 days) ○
Indefinite layoff (30 days or more or no def. recall date) ○ (Skip to 22C)
Other (Specify) . . . ○

21B. Is . . . getting wages or salary for any of the time off LAST WEEK?

Yes . . . . . ○
No . . . . . ○
Self-employed ○

21C. Does . . . usually work 35 hours or more a week at this job?

Yes ○
No ○

(Skip to 23 and enter job held last week)

22. (If 1, 2, or 3 in 19, skip to 22A.) Has . . . been looking for work during the past 4 weeks?

Yes ○ No ○ (Go to 24)

22A. What has . . . been doing in the last 4 weeks to find work? (Mark all methods used, do not read list.)

Checked with – public employ. agency ○; private employ. agency ○; employer directly ○; friends or relatives ○
Placed or answered ads ○
Nothing (Skip to 24) ○
Other (Specify in notes, e.g., CETA, union or prof. register, etc.) ○

22B. Why did . . . start looking for work? Was it because . . . lost or quit a job at that time (pause) or was there some other reason?

Lost job ○
Quit job ○
Left school ○
Wanted temporary work ○
Other (Specify in notes) ○

22C. 1) How many weeks has . . . been looking for work?

2) How many weeks ago did . . . start looking for work?

3) How many weeks ago was . . . laid off?

22D. Has . . . been looking for full-time or part-time work?

Full ○ Part ○

22E. Is there any reason why . . . could not take a job LAST WEEK?

Yes ○ Already has a job ○; Temporary illness ○; Going to school ○; Other (Specify in notes) ○
No ○

22F. When did . . . last work at a full-time job or business lasting 2 consecutive weeks or more?

Within last 12 months (Specify) . . . ○ (Month)
One to five years ago . . . . . ○
More than 5 years ago . . . . . ○
Nev. worked full-time 2 wks. or more ○
Never worked at all . . . . . ○

(SKIP to 23. If layoff entered in 21A, enter job, either full or part time, from which laid off. Else enter last full time civilian job lasting 2 weeks or more, or "never worked.")

34. INTERVIEWER CHECK ITEM (Rotation number)

First digit of SEGMENT number is:

○ 1, 2, 4, 5, 6, or 8 (End questions)
○ 3 or 7 (Go to 24A)

24A. When did . . . last work for pay at a regular job or business, either full- or part-time?

Within past 12 months ○
1 up to 2 years ago ○
2 up to 3 years ago ○
3 up to 4 years ago ○
4 up to 5 years ago ○
5 or more years ago ○ (Go to 24B)
Never worked ○ (Skip to 24C)

24B. Why did . . . leave th at job?

Personal, family (Incl. pregnancy) or school . . . ○
Health . . . ○
Retirement or old age . . . ○
Seasonal job completed . . . ○
Slack work or business conditions ○
Temporary nonseasonal job completed ○
Unsatisfactory work arrangements (Hours, pay, etc.) ○
Other . . . ○

24C. Does . . . want a regular job now, either full- or part-time?

Yes ○
Maybe – it depends (Specify in notes) ○ (Go to 24D)
No ○
Don't know ○ (Skip to 24E)

24D. What are the reasons . . . is not looking for work?

(Mark each reason mentioned)

- Believes no work available in line of work or area ○
- Couldn't find any work ○
- Lacks nec. schooling, training, skills or experience ○
- Employers think too young or too old ○
- Other pers. handicap in finding job ○
- Can't arrange child care ○
- Family responsibilities ○
- In school or other training ○
- Ill health, physical disability ○
- Other (Specify in notes) ○
- Don't know ○

24E. Does . . . intend to look for work of any kind in the next 12 months?

Yes ○
It depends (Specify in notes) ○
No ○
Don't know ○

(If entry in 24B, describe job in 23 otherwise, end questions.)

25. INTERVIEWER CHECK ITEM (Rotation number)

First digit of SEGMENT number is:

○ 1, 2, 4, 5, 6, or 8 (End questions)
○ 3 or 7 (Go to 25A)

25A. How many hours per week does . . . USUALLY work at this job?

25B. Is . . . paid by the hour on this job?

Yes ○ (Go to 25C)
No ○ (Skip to 25D)

25C. How much does . . . earn per hour?

Dollars $ | Cents

(Ask 25D)

25D. How much does . . . USUALLY earn per week at this job BEFORE deductions? Include any overtime pay, commissions, or tips usually received.

$

(End questions)

OFFICE USE ONLY

INDUSTRY: A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○ J ○ K ○ L ○ Ref. ○ M ○

OCCUPATION: N ○ P ○ Q ○ R ○ S ○ T ○ U ○ V ○ W ○ X ○ Y ○ Ref. ○ Z ○

23. DESCRIPTION OF JOB OR BUSINESS

23A. For whom did . . . work? (Name of company, business, organization or other employer.)

23B. What kind of business or industry is this? (For example: TV and radio mfg., retail shoe store, State Labor Dept., farm.)

23C. What kind of work was . . . doing? (For example: electrical engineer, stock clerk, typist, farmer.)

23D. What were . . .'s most important activities or duties? (For example: types, keeps account books, files, sells cars, operates printing press, finishes concrete.)

23E. Was this person

As employee of PRIVATE Co., bus., or individual for wages, salary or comm. . . . P ○
A FEDERAL government employee . . . F ○
A STATE government employee . . . S ○
A LOCAL government employee . . . L ○ (Go to 23F)

Self-empl. in OWN bus., prof. practice, or farm
Is the business incorporated? Yes . . . I ○ / No (for farm) SE ○ (End questions)

Working WITHOUT PAY in fam. bus. or farm . . . WP ○
NEVER WORKED . . . NEV ○

23F. INTERVIEWER CHECK ITEM

Entry (or NA) in item 20A ○ (Go to 25 at top of Page)
Entry (or NA) in item 21B ○
All other cases (End questions)

Page 4

18A. LINE NUMBER	18B. RELATIONSHIP TO REFERENCE PERSON	18C. AGE	18D. MARITAL STATUS	18E. SEX AND VETERAN STATUS	18F. HIGHEST GRADE ATTENDED	18G. GRADE COMPLETED	18H. RACE	18I. ORIGIN
00 11 22 33 4 5 6 7 8 9	Reference Person WITH other relatives in household ○ Reference Person with NO other relatives in household ○ Husband ○ Wife ○ Own child ○ Parent ○ Brother/Sister ○ Other rel. of Ref. Person ○ Non-rel. of Ref. Person WITH OWN relatives in household ○ Non-rel. of Ref. Person with NO OWN relatives in household ○	0 1 2 3 4 5 6 7 8 9	Married—civilian spouse present ○ Married—Armed Forces spouse present ○ Married—spouse absent *(Exclude separated)* ○ Widowed ○ Divorced ○ Separated ○ Never married ○	Male *(Also Mark Vet. Status)* ○ Vietnam Era ○ Korean War ○ World War II ○ World War I ○ Other Service ○ Nonveteran ○ Female ○	E H C 1 1 1 2 2 2 3 3 3 4 4 4 5 5 + 6 6 7 8 None ○	Yes ○ No ○	1. White ○ 2. Black ○ 3. Amer. Indian, Aleut, Eskimo ○ 4. Asian or Pacific Isl. ○ 5. Other ○	00 11 22 33 4 5 6 7 8 9

28A. Interviewer Check Item First digit of SEGMENT number is:
- ○ 1, 2, 4, 5, 6, or 8 *(Go to 50)*
- ○ 3 or 7 *(Go to 28B)*

28B. INTERVIEWER CHECK ITEM
- A ○ Entry (or NA) in item 20A AND P, F, S, L, or I in item 23E *(Ask Item 29)*
- B ○ Entry (or NA) in item 20A AND SE or WP in item 23E *(Skip to Item 36)*
- C ○ Entry (or NA) in item 21B *(Skip to Item 37)*
- D ○ All other cases *(Skip to 50)*

29. You told me that last week . . . worked for *(entries in 23A to D)*. At what time of day did . . . begin work on this job most days last week?

1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 Noon ○ 12 Midnight ○ AM ○ PM ○

30. At what time of day did . . . end work on this job most days last week?

1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 Noon ○ 12 Midnight ○ AM ○ PM ○

31. Does . . . USUALLY work the same shift or does the shift rotate *(for example, from day to evening or night?)*
Same or fixed shift ○ Rotating shift ○

32. Is . . . on flexitime or some other schedule that allows workers to vary the time they begin and end work?
Yes ○ No ○ Don't know ○

33. Did . . . work for more than one employer LAST WEEK?
Yes ○ *(Skip to 38)* No ○

34 In addition to working for wages or salary, did . . . operate his/her own farm, business, or profession LAST WEEK?
Yes ○ *(Skip to 38)* No ○

35. Did . . . have any other job LAST WEEK at which he/she did not work at all? *(If "yes," indicate whether paid for job.)*
Yes-Paid ○ / Yes-Not paid ○ *(Skip to 37A)* No ○ *(Skip to 43)*

36. You told me that last week . . . worked for *(entries in 23A to D)*. In addition to this work, did . . . do any work for wages or salary LAST WEEK?
Yes ○ *(Skip to 38)* No ○

37. Did . . . have another job LAST WEEK at which he/she did not work at all? *(If "yes," indicate whether paid for job.)*
Yes-Paid ○ / Yes-Not paid ○ *(Ask 37A)* No ○ *(Skip to 42)*

37A. Was . . . on layoff from this other job?
Yes ○ No ○

DESCRIBE 2ND JOB IF "YES" IN ANY OF 33–37

NOTE: Mark whether second job is same as or different from job in Item 23B–E. Describe if different.

38. What was . . .'s second job LAST WEEK?
Same as 23B–E ○ *(Ask 39)*
Different from 23B–E ○ *(Describe below and go to 39)*

A. NAME OF EMPLOYER

B. INDUSTRY

C. OCCUPATION

D. MAIN ACTIVITY

E. CLASS OF WORKER
- PRIVATE ..... P ○
- FEDERAL GOV'T. ..... F ○
- STATE GOV'T. ..... S ○
- LOCAL GOV'T. ..... L ○
- SELF-EMP. IN OWN BUS., PROF. PRACTICE OR FARM — INC. Yes ..... I ○ / No *(or farm)* ..... SE ○
- WITHOUT PAY ..... WP ○

INDUSTRY		OCCUPATION	
ONLY		USE ONLY	
0 0 0	A ○	0 0 0 0	N ○
1 1 1	B ○	1 1 1 1	P ○
2 2 2	C ○	2 2 2 2	Q ○
3 3 3	D ○	3 3 3 3	R ○
4 4 4	E ○	4 4 4 4	S ○
5 5 5	F ○	5 5 5 5	T ○
6 6 6	G ○	6 6 6 6	U ○
7 7 7 ?	H ○	7 7	V ○
8 8 8	J ○	8 8	W ○
9 9 9	K ○	9 9	X ○
	L ○		Y ○
Ref. ○	M ○	*Ref.* ○	Z ○

39. What is the main reason that . . . works at more than one job?
- To meet regular household expenses ○
- To pay off debts ○
- To save for the future ○
- To get experience in a different occupation or to build up a business ○
- To help out a friend or relative ○
- To get extra money to buy something special ○
- Enjoy the work on the second job ○
- Changed jobs during the week ○
- Other *(Specify)* ○

40. How many hours did . . . work at his/her second job LAST WEEK? 0 0 / 1 1 / 2 2 / 3 3 / 4 4 / 5 5 / 6 6 / 7 7 / 8 8 / 9 9

41. This question, along with any remaining questions, refers to . . .'s job as a *(entry in 23c)* with *(entry in 23a)*.
How many hours did . . . work at this job LAST WEEK? 0 0 / 1 1 / 2 2 / 3 3 / 4 4 / 5 5 / 6 6 / 7 7 / 8 8 / 9 9

42. INTERVIEWER CHECK ITEM
Entry of P, F, S, L, or I in item 23E ..... ○ *(Skip to 45)*
All other cases ..... ○ *(Skip to 50)*

43. INTERVIEWER CHECK ITEM *(Transcribe from Item 20A.)*
40 hours or less *(Include NA's)* ○ *(Skip to 45)*
41 hours or more . . . ○ *(Ask 44)*

44. Did . . . get a higher rate of pay, like time and a half or double time for hours he/she worked over 40?
Yes ○ No ○

45. How many days a week does . . . USUALLY work at this job?
1 day ○ 2 days ○ 3 days ○ 4 days ○ 4½ days ○ 5 days ○ 5½ days ○ 6 days ○ 7 days ○

46. INTERVIEWER CHECK ITEM
Entry or NA in item 25A?
Yes ○ *(Skip to 48)* No ○ *(Ask 47)*

47. How many hours per week does . . . USUALLY work at this job? 0 0 / 1 1 / 2 2 / 3 3 / 4 4 / 5 5 / 6 6 / 7 7 / 8 8 / 9 9

48. On this job, is . . . a member of a labor union or of an employee association similar to a union?
Yes ○ *(Skip to 50)* No ○

49. On this job, is . . . covered by a union or employee association contract?
Yes ○ No ○ Don't know ○

50. INTERVIEWER CHECK ITEM
How old is this person?
14 or 15 ○ *(End questions)* 16+ ○

51. Is . . . now attending or enrolled full-time in regular school, that is, in elementary, junior high, or high school; or in a college degree program, (such as, an Associate of Arts, Bachelor's, Master's or Doctoral degree program)?
Yes ○ *(Skip to 53)* No ○

52. Is . . . now attending or enrolled as a full-time student in a vocational or occupational program?
Yes ○ No ○

53. Now I would like to ask some questions about . . .'s participation in adult education activities. *(Read or show definition and list of examples on flashcard)* (Excluding full-time school attendance) during the past 12 months (that is, since May 1 a year ago) has . . . *(Ask and mark each category)*

a. Taken any adult or continuing education or noncredit courses or educational activities?
Yes ○ No ○ DK ○

b. Taken any courses for credit as a part-time student in high school, college, vocational, or other school?
Yes ○ No ○ DK ○

c. Taken a course by correspondence, television, radio, or newspaper, or taken any private instruction or tutoring?
Yes ○ No ○ DK ○

d. Taken any courses or educational activities given by an employer, a labor organization, a neighborhood center, a church or other community group?
Yes ○ No ○ DK ○

e. Taken any instruction for adults who have not finished high school?
Yes ○ No ○ DK ○

f. Taken any other organized educational activities or courses during the past 12 months? *(Not including self education)*
Yes ○ *(Describe)* _____
No ○
DK ○

54. INTERVIEWER CHECK ITEM
Who reported items 51–63 for this person?
Self ○ / Other ○ *(Fill 55)*

55. INTERVIEWER CHECK ITEM
"No" marked in all parts of 53a–f ○ *(End questions)*
"Yes" or "DK" marked in any part of 53a–f ..... ○ *(Fill CPS-690 after the interview)*

IF THIS IS THE LAST PERSON 14+ YEARS OF AGE IN THE HOUSEHOLD, FILL AN ADULT EDUCATION FORM CPS-680 or call back for each person with an entry in the second circle of item 55.

0 9 8 7 6 5 4 3 2 1 / I 0 9 8 7 6 ● 4 3 2 1

Page 5

18A. LINE NO. 00 11 22 33 44 55 66 77 88 99

18C. AGE 00 11 22 33 44 55 66 77 88 99

18E. SEX
Male ..... ○
Female ..... ○

18H. RACE
1. White ..... ○
2. Black ..... ○
3. Amer. Indian, Aleut, Eskimo ○
4. Asian or Pacific Islander ..... ○
5. Other ..... ○

TYPE OF INTERVIEW FOR THIS PERSON:
Interview ..... ○
Noninterview ○
Reason:
No one home ..... ○
Temp. Absent ... ○
Refused ..... ○
Other ..... ○

1. Are you now attending or enrolled as a full-time student in a school of any type?
Yes ○ *(Ask 2)*
No ○ *(Skip to 5)*

2. Are you in a program leading toward the completion of elementary school or high school?
Yes ○ *(Skip to 5)*
No ○

3. Are you in a college degree program *(such as, an associate's, bachelor's, master's, or doctoral degree program)?*
Yes ○ *(Skip to 5)*
No ○

4. Are you in a vocational or occupational program?
Yes ○
No ○

5. (Excluding full-time attendance in school) during the past 12 months, that is, since May 1, 1980, have you taken part in any organized adult education courses or activities such as . . .?
(Read or show definition and list of examples on flashcard)
Yes ○ *(Ask 6)*
No ○ *(End questions for this person)*

6. How many of these courses or activities did you participate in, *including any that you did not complete?*
00 11 22 3 4 5 6 7 8 9

7. INTERVIEWER CHECK ITEM
○ Entry of 4 or less in item 6 — *Ask items 8–19 for each course*
○ Entry of 5 or more in item 6 — *Ask items 8–19 for the 4 most recent courses taken.*

8. What was the name of this course or activity? *(If more than 4 courses taken, obtain names of all or the 4 most recent courses before asking items 9–19 for each course)* →	Course #1	Course #2	Course #3	Course #4
9. In what general subject-matter area was this course?				
1. Agriculture and renewable natural resources	1. ○	1. ○	1. ○	1. ○
2. Arts, visual and performing	2. ○	2. ○	2. ○	2. ○
3. Business	3. ○	3. ○	3. ○	3. ○
4. Education	4. ○	4. ○	4. ○	4. ○
5. Engineering and engineering technology; computer science and data processing, etc.	5. ○	5. ○	5. ○	5. ○
6. Health care and health sciences	6. ○	6. ○	6. ○	6. ○
7. Health education	7. ○	7. ○	7. ○	7. ○
8. Home economics	8. ○	8. ○	8. ○	8. ○
9. Personal services occupations	9. ○	9. ○	9. ○	9. ○
10. Language, linguistics, and literature; communication	10. ○	10. ○	10. ○	10. ○
11. Life sciences and physical sciences, mathematical sciences	11. ○	11. ○	11. ○	11. ○
12. Philosophy, religion, and theology; psychology	12. ○	12. ○	12. ○	12. ○
13. Physical education and leisure	13. ○	13. ○	13. ○	13. ○
14. Social sciences and social studies; law, etc.	14. ○	14. ○	14. ○	14. ○
15. Interdisciplinary studies	15. ○	15. ○	15. ○	15. ○
16. Unable to classify	16. ○	16. ○	16. ○	16. ○
10. What was your main reason for taking this course?				
1. For personal or social reasons *(e.g. community activity, home and family life, personal development, social and recreational interests)*	1. ○	1. ○	1. ○	1. ○
2. To improve, advance, or keep up to date in my current job	2. ○	2. ○	2. ○	2. ○
3. To train for an occupational field I have not worked in previously	3. ○	3. ○	3. ○	3. ○
4. To get a new job in my current occupation or in a previous occupation	4. ○	4. ○	4. ○	4. ○
5. Other job-related reason	5. ○	5. ○	5. ○	5. ○
6. To train for volunteer work	6. ○	6. ○	6. ○	6. ○
7. For general education	7. ○	7. ○	7. ○	7. ○
8. To prepare for naturalization as an American citizen	8. ○	8. ○	8. ○	8. ○
9. Other nonjob-related reason	9. ○	9. ○	9. ○	9. ○
11. Did you take this course to meet a requirement for obtaining a certificate, diploma, or degree?	Yes ○ *(Ask 11a)* No ○ *(Skip to 12)*	Yes ○ *(Ask 11a)* No ○ *(Skip to 12)*	Yes ○ *(Ask 11a)* No ○ *(Skip to 12)*	Yes ○ *(Ask 11a)* No ○ *(Skip to 12)*
11a. What type of certificate, diploma, or degree?				
1. 8th grade certificate	1. ○	1. ○	1. ○	1. ○
2. High school diploma *(including equivalency certificate)*	2. ○	2. ○	2. ○	2. ○
3. Certificate or post high school diploma in a vocational program	3. ○	3. ○	3. ○	3. ○
4. 2-year degree from a college or technical institute *(associate degree)*	4. ○	4. ○	4. ○	4. ○
5. 4-year degree from a college or university *(bachelor's degree)*	5. ○	5. ○	5. ○	5. ○
6. Graduate or professional degree *(such as, master's, doctorate, medical doctor)*	6. ○	6. ○	6. ○	6. ○
7. Other	7. ○	7. ○	7. ○	7. ○
12. Did you take this course to meet a requirement for obtaining or renewing a license or certificate in a trade or profession as required by law or regulation?	Yes ○ *(Ask 12a)* No ○ *(Skip to 13)*	Yes ○ *(Ask 12a)* No ○ *(Skip to 13)*	Yes ○ *(Ask 12a)* No ○ *(Skip to 13)*	Yes ○ *(Ask 12a)* No ○ *(Skip to 13)*
12a. Was it to obtain or to renew a certificate or license?	Obtain ○ Renew ○	Obtain ○ Renew ○	Obtain ○ Renew ○	Obtain ○ Renew ○

Page 2

13. Who provided the instruction for this course?	COURSE NUMBER 1	COURSE NUMBER 2	COURSE NUMBER 3	COURSE NUMBER 4
1. Elementary school or high school	1. ○	1. ○	1. ○	1. ○
2. 2-year community or jr. college, or technical institute	2. ○	2. ○	2. ○	2. ○
3. 4-year college or university	3. ○	3. ○	3. ○	3. ○
4. Vocational, trade, business, hospital, or flight school	4. ○	4. ○	4. ○	4. ○
5. Other school	5. ○	5. ○	5. ○	5. ○
6. Tutor or private instructor	6. ○	6. ○	6. ○	6. ○
7. Business or industry	7. ○	7. ○	7. ○	7. ○
8. Labor organization or professional association	8. ○	8. ○	8. ○	8. ○
9. Federal, State, county or local government agency *(e.g. military reserve unit, agricultural extension, recreation department)*	9. ○	9. ○	9. ○	9. ○
10. Private community organization *(e.g. church, synagogue, YMCA, Red Cross, neighborhood association)*	10. ○	10. ○	10. ○	10. ○
11. Other *(Specify)*	11. ○ _____	11. ○ _____	11. ○ _____	11. ○ _____
12. Don't know	12. ○	12. ○	12. ○	12. ○
14. Was the instruction for this course provided by your employer for employees in your organization?	Yes ○ No ○	Yes ○ No ○	Yes ○ No ○	Yes ○ No ○
15. Who paid for this course? *(Mark all that apply)*				
1. Self or family	1. ○	1. ○	1. ○	1. ○
2. Government *(Federal, State, county, local government, including public schools)*	2. ○	2. ○	2. ○	2. ○
3. Business or industry	3. ○	3. ○	3. ○	3. ○
4. Private organization *(e.g. church, labor organization, professional association, YMCA, or Red Cross)*	4. ○	4. ○	4. ○	4. ○
5. Other *(Specify)*	5. ○ _____	5. ○ _____	5. ○ _____	5. ○ _____
6. Don't know	6. ○	6. ○	6. ○	6. ○
16. INTERVIEWER CHECK ITEM				
1. "Self or family" is the only source of payment marked in 15	1. ○ *(Skip to 19)*	1. ○ *(Skip to 19)*	1. ○ *(Skip to 19)*	1. ○ *(Skip to 19)*
2. All other cases	2. ○ *(Ask 17)*	2. ○ *(Ask 17)*	2. ○ *(Ask 17)*	2. ○ *(Ask 17)*
17. Was your employer one of the sources of payment mentioned?	Yes ○ No ○	Yes ○ No ○	Yes ○ No ○	Yes ○ No ○
18. INTERVIEWER CHECK ITEM				
1. "Self or family" is one of the sources of payment marked in 15	1. ○ *(Ask 19)*	1. ○ *(Ask 19)*	1. ○ *(Ask 19)*	1. ○ *(Ask 19)*
2. All other cases	2. ○ *(End questions for this person or go on to next course if applicable)*	2. ○ *(End questions for this person or go on to next course if applicable)*	2. ○ *(End questions for this person or go on to next course if applicable)*	2. ○ *(End questions for this person or go on to next course if applicable)*
19. How much did you and your family pay for tuition and required fees?	$	$	$	$
	(Go on to next course or person as applicable)	*(Go on to next course or person as applicable)*	*(Go on to next course or person as applicable)*	*(Go on to next course or person as applicable)*

Appendix B

COURSES TAKEN BY ADULT STUDENTS

The tables which follow provide statistics on courses taken by adult students in 1981, grouped by major demographic factors: age, sex, race, education and income levels, occupation, and geographic region.

TABLE B-1

CHARACTERISTICS OF COURSES TAKEN, BY AGE OF STUDENT, 1981

(vertical percentages)

	18-24	25-34	35-44	45-54	55-64	65 up	All students
SUBJECT							
Humanities	10.4%	7.3%	7.0%	6.9%	6.4%	10.2%	7.7%
Arts	5.2	4.9	4.2	5.6	8.1	13.3	5.4
Social sciences	6.1	5.0	4.8	4.5	3.4	4.6	4.9
Natural sciences	7.1	4.6	3.1	1.9	1.8	1.2	4.0
Business	16.7	20.5	22.6	22.9	18.6	9.2	20.2
Engineering	16.1	12.5	10.5	11.9	8.5	4.1	12.1
Health & medicine	9.0	12.8	14.0	14.2	16.4	11.1	12.8
Professions	3.1	4.2	4.3	4.4	3.6	1.5	4.0
Education	3.0	6.5	7.8	5.4	4.3	1.5	5.8
Physical education	6.6	6.5	5.1	3.8	4.9	6.1	5.7
Religious education	2.2	2.5	3.4	3.7	5.2	13.8	3.3
High school equiv.	2.4	0.6	0.7	0.5	0.3	0.3	0.9
Other	7.0	8.3	7.8	9.9	13.1	19.0	8.8
Not classifiable	5.2	3.8	4.6	4.6	5.4	4.2	4.4
REASON							
Job related	50.5	59.8	61.9	62.1	53.6	22.2	57.5
Not job related	49.5	40.2	38.1	37.9	46.4	77.8	42.5
PROVIDER							
2 year college	25.2	17.2	13.9	14.2	12.2	13.2	16.1
4 year college	18.1	23.6	20.2	16.6	13.1	8.8	18.9
All other schools	23.5	17.2	18.0	15.8	18.6	14.5	17.5
Business	11.2	13.6	15.6	15.4	14.2	5.9	13.4
Labor/prof orgns	2.6	4.9	5.6	7.5	9.0	4.5	5.1
Government	5.3	8.2	9.7	10.6	10.0	11.7	8.2
Private orgns	7.3	7.9	8.9	9.6	12.2	28.8	8.8
Other providers	12.3	11.0	12.6	13.4	15.0	15.7	12.4
PAYMENT							
Self & family	48.9	45.4	43.4	42.2	46.3	42.1	45.1
Business	18.3	24.8	22.9	23.8	18.0	4.3	22.1
Government	17.5	18.6	18.4	19.8	16.3	18.0	17.7
Private orgns	4.1	4.2	5.9	6.5	8.6	17.9	5.6
Other	5.2	4.8	4.4	4.1	6.0	14.1	5.0
Not reported	6.0	4.0	5.0	3.5	4.7	3.5	4.5
PERCENTAGE OF ALL STUDENTS	16.4	37.2	22.8	13.1	7.8	2.8	100.0

Source: Participation in Adult Education 1981, author's calculations.
Note: Figures may not add to 100 percent because of rounding and/or missing data.

TABLE B-2

CHARACTERISTICS OF COURSES TAKEN, BY SEX AND RACE OF STUDENT

(vertical percentages)

	Men	Women	White	Black	Hispanic	Other	All students
SUBJECT							
Humanities	6.4%	8.6%	6.6%	11.4%	20.7%	7.8%	7.7%
Arts	3.0	7.1	5.7	2.3	5.0	2.8	5.4
Social sciences	4.3	5.4	4.8	7.1	3.5	6.7	4.9
Natural sciences	4.0	4.0	3.7	7.3	5.2	9.5	4.0
Business	22.7	18.3	20.4	17.8	18.2	17.3	20.2
Engineering	22.5	4.4	12.1	11.7	11.3	10.6	12.1
Health & medicine	10.2	14.7	13.0	12.3	6.2	8.4	12.8
Professions	6.5	2.1	4.0	3.5	4.7	3.9	4.0
Education	3.6	7.3	5.7	7.2	5.5	6.2	5.8
Physical educatn	3.3	7.5	6.0	2.0	4.2	2.8	5.7
Religious educatn	2.8	3.7	3.4	2.8	3.0	2.2	3.3
High school equiv.	0.6	1.1	0.7	2.9	1.0	2.8	0.9
Other subjects	3.6	10.5	9.2	5.8	4.2	5.0	8.8
Not classifiable	4.4	4.5	4.5	5.9	7.2	14.0	4.4
REASON							
Job related	66.6	50.9	60.4	62.1	52.6	59.6	57.5
Not job related	33.4	49.1	39.6	37.9	47.4	40.4	42.5
PROVIDER							
Two yr college	13.7	17.9	16.2	18.8	27.2	34.8	16.1
Four yr college	18.8	18.9	20.0	20.2	13.2	15.2	18.9
Other schools	14.3	19.8	17.6	23.7	24.5	11.2	17.5
Business	19.0	8.8	17.3	9.1	10.2	7.3	13.1
Labor/prof orgns	6.8	3.8	5.5	3.4	2.0	3.9	5.1
Government	9.7	7.2	8.4	13.0	7.1	13.5	8.2
Community orgns	6.0	10.8	9.4	5.7	8.2	7.9	8.8
Other providers	6.6	8.8	8.4	5.3	7.2	4.5	7.9
PAYMENT							
Self & family	36.4	51.6	48.2	34.6	44.3	24.7	45.1
Business	29.8	16.4	24.0	14.2	16.1	9.0	22.1
Government	19.8	16.1	16.6	39.6	25.0	48.3	17.7
Private orgns	4.7	6.3	6.0	4.9	5.8	7.3	5.6
Other	4.5	5.5	5.1	5.8	8.4	9.0	5.0
PERCENTAGE OF ALL STUDENTS	42.4	57.5	85.4	4.6	2.8	0.7	100.0

Source: Participation in Adult Education 1981, author's calculations.
Note: Figures may not add to 100 percent because of rounding and/or missing data.

TABLE B-3

CHARACTERISTICS OF COURSES TAKEN, BY EDUCATION LEVEL OF STUDENT

(vertical percentages)

	Less than 12 years	HSchool diploma	Some college	College degree	Grad school	All students
SUBJECT						
Humanities	14.6%	6.4%	8.6%	7.1%	6.5%	7.7%
Arts	6.6	5.9	5.4	5.5	4.4	5.4
Social sciences	2.6	3.1	6.4	4.8	5.9	4.9
Natural sciences	6.7	3.2	5.4	3.1	3.1	4.0
Business	12.2	20.5	21.6	23.2	17.1	20.2
Engineering	12.7	15.9	13.0	10.2	7.6	12.1
Health & medicine	8.9	11.5	13.3	13.5	14.2	12.8
Education	3.1	2.3	1.9	7.4	14.8	5.8
Physical educatn	3.9	6.4	5.4	5.9	5.8	5.7
Religious educatn	4.8	4.2	2.6	2.9	3.0	3.3
High school equiv	7.5	1.3	0.1	0.1	0.1	0.9
Other subjects	10.2	11.7	7.8	8.5	6.2	8.8
Not classifiable	5.0	4.6	4.8	4.8	4.3	4.4
REASON						
Job related	39.0	56.0	59.5	62.1	69.8	60.1
Not job related	61.0	44.0	40.5	37.9	30.2	39.9
PROVIDER						
Two yr college	13.7	17.2	28.2	9.8	7.7	16.1
Four yr college	4.8	7.3	17.6	26.3	36.0	18.9
Other schools	32.4	24.1	15.7	15.8	13.1	17.5
Business	11.3	17.1	13.8	15.0	8.7	13.1
Labor/prof orgns	1.7	3.5	3.2	6.7	10.2	5.1
Government	11.6	10.4	6.8	8.6	8.2	8.2
Private orgns	14.1	11.0	7.5	9.2	8.0	8.8
Other	9.7	9.2	7.0	8.4	7.9	7.9
PAYMENT						
Self & family	33.4	43.4	49.3	48.4	51.0	45.1
Business	14.6	24.8	23.5	26.4	19.3	22.1
Government	32.9	19.2	17.3	15.4	18.3	17.7
Private orgns	7.7	6.7	4.5	5.8	6.3	5.6
Other	10.6	5.5	5.3	3.9	4.8	5.0
PERCENTAGE OF ALL STUDENTS	5.3	24.2	28.0	18.7	19.5	100.0

Source: Participation in Adult Education 1981, author's calculations.
Note: Figures may not add to 100 percent because of rounding and/or missing data.

TABLE B-4

CHARACTERISTICS OF COURSES TAKEN, BY FAMILY INCOME OF STUDENT

(vertical percentages)

	Under $10,000	$10,000-14,999	$15,000-19,999	$20,000-24,999	$25,000-49,999	$50,000 and up	All students
SUBJECT							
Humanities	13.0%	8.2%	7.9%	5.8%	6.6%	6.6%	7.7%
Arts	5.7	5.5	5.2	5.3	5.3	5.6	5.4
Social sci	5.6	5.5	5.5	4.6	4.4	5.4	4.9
Natural sci	5.7	5.0	4.5	3.5	3.4	3.2	4.0
Business	15.0	17.3	17.7	19.1	23.3	24.2	20.2
Engineering	9.4	12.7	12.4	13.3	12.6	9.5	12.1
Health	11.0	12.6	14.4	12.8	11.6	17.5	12.8
Professions	2.7	3.4	4.3	4.4	4.1	5.0	4.0
Education	4.1	6.2	6.2	6.9	5.9	4.5	5.8
Physical ed	4.7	5.0	6.3	5.7	6.2	6.1	5.7
Religious ed	5.3	4.0	3.3	3.6	2.6	1.7	3.3
HSchool equiv	3.0	1.3	0.6	0.6	0.3	0.3	0.9
Other subjects	9.2	9.5	7.8	9.3	8.9	6.4	8.8
Not class	5.6	3.7	3.9	5.1	4.8	4.1	4.4
REASON							
Job related	51.5	58.6	59.4	60.9	63.6	63.7	60.1
Not job rel	48.5	41.4	40.6	39.1	36.4	36.3	39.9
PROVIDER							
2 yr college	19.5	21.2	18.1	16.4	14.6	14.0	16.1
4 yr college	14.9	18.2	19.7	20.7	21.2	21.1	18.9
Other school	24.4	18.9	20.5	18.9	15.9	13.8	17.5
Business	7.8	11.1	12.8	14.4	16.5	14.7	13.1
Labor/prof	2.9	3.2	4.2	4.3	6.0	12.8	5.1
Government	8.4	8.8	8.5	8.7	9.1	6.9	8.2
Private orgn	13.5	10.3	9.2	8.5	8.5	6.1	8.8
Other	8.2	8.2	6.9	7.9	8.1	10.2	7.9
PAYMENT							
Self/family	42.2	47.0	46.8	48.4	47.0	54.5	45.1
Business	10.8	18.9	23.5	24.7	27.1	24.8	22.1
Government	23.2	21.1	18.0	17.6	16.5	11.9	17.7
Private	9.2	6.6	6.0	5.8	5.0	4.5	5.6
Other	8.2	6.3	5.6	5.4	4.1	3.9	5.0
PERCENTAGE OF ALL STUDENTS	11.1	12.2	12.6	15.1	33.4	8.0	100.0

Source: Participation in Adult Education 1981, author's calculations.
Note: Figures may not add to 100 percent because of rounding and/or missing data.

TABLE B-5

CHARACTERISTICS OF COURSES TAKEN, BY EMPLOYMENT STATUS OF STUDENT

(vertical percentages)

	In labor force	Not in labor force	White collar	Blue collar	Service	Farm	All students
SUBJECT							
Humanities	6.8%	10.2%	6.6%	7.4%	9.2%	5.1%	7.7%
Arts	3.8	9.7	4.3	3.1	4.9	4.1	5.4
Social sciences	4.8	5.2	5.2	3.3	6.0	2.7	4.9
Natural sciences	3.9	4.4	3.6	5.4	4.7	2.4	4.0
Business	22.7	13.0	26.0	12.3	9.9	10.6	20.2
Engineering	14.0	6.6	9.8	36.2	4.9	7.5	12.1
Health	13.4	11.3	13.5	8.8	21.0	7.5	12.8
Professions	4.6	2.2	4.1	2.7	10.0	4.1	4.0
Education	6.4	4.1	7.6	1.8	2.4	2.7	5.8
Physical educn	4.8	8.3	5.3	4.0	5.2	3.1	5.7
Religious educn	2.2	6.3	2.4	2.6	2.3	6.5	3.3
H school equiv	0.6	1.7	0.3	1.4	2.0	1.4	0.9
Other subjects	13.4	7.2	6.5	6.2	12.6	37.7	8.8
Not classifiable	4.7	3.7	4.8	4.7	4.9	4.4	4.4
REASON							
Job related	68.4	25.9	68.7	61.6	64.5	46.9	60.1
Not job related	31.6	74.1	31.3	38.4	35.5	53.1	39.9
PROVIDER							
2 yr college	16.2	15.6	15.1	19.8	21.4	15.3	16.1
4 yr college	21.2	12.2	24.5	10.4	13.0	15.3	18.9
Other schools	17.2	18.3	15.5	21.4	25.8	15.3	17.5
Business	16.1	4.5	15.2	22.8	7.1	10.4	13.1
Labor/prof orgn	6.3	1.6	7.1	3.0	3.7	1.0	5.1
Government	8.8	6.5	8.1	8.1	13.2	21.2	8.2
Private orgn	6.8	14.4	7.0	7.3	7.2	12.8	8.8
Other	7.1	10.0	7.4	6.8	8.4	8.7	7.9
PAYMENT							
Self/family	43.1	50.0	46.0	38.7	44.5	46.5	45.1
Business	28.0	4.8	27.4	33.3	13.2	9.0	22.1
Government	18.7	14.7	17.0	17.6	30.8	27.1	17.7
Private orgn	4.9	7.7	5.0	5.2	4.8	5.9	5.6
Other	4.8	5.9	4.5	4.9	6.4	11.5	5.0
PERCENTAGE OF ALL STUDENTS	74.4	25.6	59.3	12.8	8.4	1.1	100.0

Source: Participation in Adult Education 1981, author's calculations.
Note: Figures may not add to 100 percent because of rounding and/or missing data.

TABLE B-6

CHARACTERISTICS OF COURSES TAKEN, BY GEOGRAPHIC REGION

(vertical percentages)

	New Engl	Mid Atlan	E North Central	W North Central	South Atlan	E South Central	W South Central	Moun-tain	Pacific
SUBJECT									
Humanities	7.3%	10.0%	7.0%	5.2%	8.4%	5.8%	8.8%	6.4%	9.2%
Arts	5.5	4.5	6.2	5.4	4.1	3.8	4.6	7.0	5.8
Social sci	6.3	5.6	5.1	4.0	5.4	3.8	5.3	3.7	5.2
Natural sci	5.0	5.0	4.7	3.0	4.3	4.4	5.0	2.8	3.6
Business	16.0	20.7	21.1	18.4	20.3	20.9	23.9	18.8	21.1
Engineering	12.7	12.1	12.6	10.0	11.8	12.6	14.8	13.3	11.1
Health	15.4	10.1	11.2	17.9	12.5	15.4	9.5	11.8	12.2
Professions	4.4	3.4	3.5	3.8	4.5	3.6	3.3	4.8	3.8
Education	6.3	6.2	5.2	4.7	6.5	8.8	5.6	5.8	5.1
Physical ed	2.6	7.0	6.9	7.2	4.0	2.7	4.4	6.4	6.4
Religious ed	2.6	2.4	3.2	4.1	2.4	3.4	2.8	4.3	3.3
H school eq	1.3	1.1	0.9	0.9	0.8	1.0	1.3	0.8	0.4
Other	8.8	7.3	8.5	12.0	7.8	8.4	7.3	9.0	8.5
Not classfd	5.8	4.6	4.1	3.4	6.5	5.4	3.4	4.8	4.3
REASON									
Job related	62.3	58.5	59.4	60.3	64.8	66.3	62.8	57.5	55.6
Not job rel	37.7	41.5	40.6	39.7	35.2	33.7	37.2	42.5	43.4
PROVIDER									
2 yr college	11.3	12.0	17.6	9.6	19.7	9.1	17.4	11.2	28.6
4 yr college	23.9	24.4	18.7	20.8	18.7	25.8	19.6	19.6	15.6
Other school	21.8	23.8	21.4	19.4	17.4	14.6	15.4	16.0	15.1
Business	11.0	12.6	13.0	15.2	13.6	14.9	16.9	16.8	11.4
Labor/prof	5.9	3.4	4.7	6.1	5.0	5.8	4.3	5.6	6.2
Government	7.9	6.1	6.1	10.1	11.0	12.9	9.1	10.4	6.9
Private orgn	10.2	9.2	10.0	10.7	7.4	7.4	8.1	10.2	8.3
Other	7.9	8.0	8.8	8.0	6.9	7.8	9.0	10.1	7.8
PAYMENT									
Self/family	44.6	52.0	47.5	46.1	43.0	41.2	45.4	47.5	50.6
Business	26.1	23.9	25.7	24.4	23.0	23.9	25.7	23.0	17.7
Government	17.6	14.3	15.6	17.4	22.7	22.9	18.8	16.5	20.9
Private orgn	6.0	5.5	5.3	7.1	6.3	6.7	4.4	6.7	5.0
Other	5.6	4.1	5.7	4.8	4.8	4.6	5.5	6.1	5.6
PERCENTAGE OF ALL STUDENTS	7.4	8.7	12.8	12.2	13.2	3.4	6.5	13.0	18.5

Source: Participation in Adult Education 1981, author's calculations.
Note: Figures may not add to 100 percent because of rounding and/or missing data.

Appendix C

MULTIPLE REGRESSION ANALYSIS

Multiple regression analysis allows an evaluation of the interrelated effects of a number of demographic and educational variables. This study has focused on these relationships for the dependent variable GO (the enrollment decision).

Table C-1 lists the variables used in the regression equations in this research. The first group of variables included such descriptive factors as age, education, family income, place of residence, and marital status. The variables age and education were each squared to create new variables to check for non-linear relationships. The second group of factors were applied only to adults who actually enrolled in education and training programs; these variables describe the courses in which they participated.

This study uses ordinary least squared techniques, even though probit and logit estimation procedures are often used with binary dependent variables. The sample used in this study is large (170,000 observations, 26,000 courses, 19,000 adults) and the parameters are consistent; a number of studies have shown that, under such conditions, the results are essentially the same whether probit, logit, or ordinary least squares techniques are used.

TABLE C-1

VARIABLES USED IN MULTIPLE REGRESSICN ANALYSIS

Variable	Description	Operational definition
GO	Participation in adult education	0=no 1=yes
AGE	Age of individual (in years)	
AGESQ	Age squared	
FEMALE	Sex of individual	0=male 1=female
MINORITY	Race of individual	0=white 1=black, Hispanic, Asian, other
EDUCATION	Highest grade attended	
EDSQ	Education squared	
INCOME	Family income	Given in ranges in data set. Each individual was assigned the value of the midpoint of his or her category.
WORK	In labor force	0=no 1=yes
FULLTIME	Working more than 39 hours per week	0=no 1=yes
WCOLLAR	In a high status white collar occupation: manager, administrator, technical, or kindred worker	0=no 1=yes
HUMSERV	Employed in health, education, religion or welfare	0=no 1=yes
WEST	Living in Alaska, Arizona, California, Colorado, Idaho, Hawaii, Montana, Nevada, New Mexico, Oregon, Utah, or Washington	0=no 1=yes

(continued)

TABLE C-1 (continued)

VARIABLES USED IN MULTIPLE REGRESSION ANALYSIS

SUBURB	Living in a Standard Metropolitan Statistical Area but outside the central city	0=no 1=yes
VETERAN	Served in Armed Forces	0=no 1=yes
MARRIED	Married and living with spouse	0=no 1=yes

TABLE C-2

REGRESSION COEFFICIENTS FOR THE GO/NO GO DECISION

Dependent variable=GO (participation in adult education)

	ALL ADULT STUDENTS			MEN		
	Regression coefficient		Standard error	Regression coefficient		Standard error
AGE	-.00055		.00076	-.00330	**	.00117
AGESQ	-8.980-6		7.86 -6	1.899-5		.00001
EDUCATION	-.02801	***	.00332	-.02365	***	.00455
EDSQ	.00174	***	.00014	.00148	***	.00019
FEMALE	.04318	***	.00551	-		-
MINORITY	-.04270	***	.00613	-.04142	***	.00878
INCOME	1.96241		1.70 -7	-9.299-8		2.40 -7
VETERAN	.01321	*	.00670	.01822	*	.00723
WORK	.02714	***	.00670	.02904	**	.01062
FULLTIME	.00484		.00638	.00857		.00888
WCOLLAR	.04845	***	.00593	.04870	***	.00830
HUMSERV	.07524	***	.00757	.05338	***	.01272
MARRIED	.00355		.00509	.02209	**	.00760
WEST	.04820	***	.00524	.04072	***	.00734
SUBURB	-.00069		.00490	-.01137		.00686
R squared	.09292			.07738		
N=	21,045			9,939		

(continued)

TABLE C-2 (continued)

REGRESSION COEFFICIENTS FOR THE GO-NO GO DECISION

	WOMEN		WOMEN IN LABOR FORCE	
	Regression coefficient	Standard error	Regression coefficient	Standard error
AGE	.00157	.00100	.00717 **	.00249
AGESQ	-3.08448 **	.00001	-.00011 ***	.00003
EDUCATION	-.03527 ***	.00485	-.04914 ***	.01203
EDSQ	.00216 ***	.00020	.00283 ***	.00044
FEMALE	-	-	-	-
MINORITY	-.04248 ***	.00856	-.07207 ***	.01459
INCOME	4.826-7 *	2.40 -7	1.119-6 **	4.30 -7
VETERAN	.06410	.12411	.06162	.15672
WORK	.01862	.00969	-	-
FULLTIME	.00188	.00935	-.00829	.01107
WCOLLAR	.05526 ***	.00877	.04867 ***	.01285
HUMSERV	.08158 ***	.00967	.07747 ***	.01270
MARRIED	-.01506 *	.00722	-.05452 ***	.01230
WEST	.05514 ***	.00746	.07295 ***	.01291
SUBURB	-.00833	.00695	.01132	.01182
R squared	.10795		.10318	
N=	11,120		5,025	

TABLE C-2 (continued)

REGRESSION COEFFICIENTS FOR THE GO-NO GO DECISION

	WOMEN NOT IN LABOR FORCE	
	Regression coefficient	Standard error
AGE	.00082	.00107
AGESQ	-1.907-5	.00001
EDUCATION	-.02000 ***	.00490
EDSQ	.00139 ***	.00021
FEMALE	-	-
MINORITY	-.01332	.00980
INCOME	3.366-7	2.70 -7
VETERAN	-.02053	.27252
WORK	-	-
FULLTIME	-	-
WCOLLAR	-	-
HUMSERV	-	-
MARRIED	.02040 *	.00831
WEST	.03890 ***	.00840
SUBURB	.00525	.00795
R squared	.06301	
N=	6,094	

Source: Participation in Adult Education 1981, author's calculations.